

**IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF
GENRE KNOWLEDGE FOR THE TENTH GRADE STUDENTS OF
SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF
2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



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NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis



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By

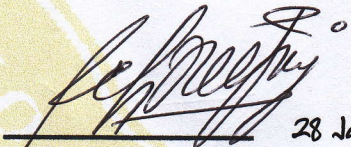
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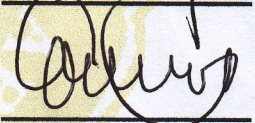
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 Januari 2014

Penulis

Rentina Vidiанти

MOTTO

WORKING TOMORROW WITH SMILE ☺
Because a day without laughter is a day wasted...
(R V)

DEDICATIONS

This thesis is dedicated to:

My beloved parents,

My younger brother,

My younger sister,

My best friend,

My work mates,

And my big family.

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Alhamdulillahirobil'amin, all praises be to Allah SWT, the Almighty, the Most Merciful for all the countless blessing and guidance so I can complete this thesis.

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Finally, I realize that this thesis is far from being perfect. However, I hope that it is useful for the development of the teaching and learning of writing at senior high school in particular.

Yogyakarta, 25 January 2014

Rentina Vidianti

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ABSTRACT

This research is aimed to improve the tenth grade students' writing ability of SMK N 3 Yogyakarta through the use of genre knowledge. The subjects of the study were 35 students of X AV 2 of SMK N 3 Yogyakarta in the 2012/2013 academic year.

The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, giving pre-test and post-test to the students, giving the questionnaires after the implementation and taking pictures of the teaching and learning process. The instruments used in this research were interview guidelines, observation checklist, questionnaires and writing tests.

The results of the two cycles showed that the use of genre knowledge was effective to improve the students' writing ability. The clear explanation about the genre knowledge improved the students' writing ability. Thus, they also experienced writing activity in effective and organized ways which could boost the students' motivation and involvement. After the actions implemented, they showed some improvements. The improvement was proven by the score of the pretest and posttest. The mean of the pretest was 7.01 and the mean of the posttest was 7.93.

Keywords: writing, genre knowledge, improving

CHAPTER I INTRODUCTION

A. Background of the problem

Undoubtedly, people need English everywhere they are. The needs of using English are now continuously spreading all around the world, including Indonesia. As an EFL (English as a Foreign Language) country, Indonesia should put English as a point that should be considered. The government has done many efforts in order to print out the international-level-generation. One of some ways to learn English is through education. English is involved in subjects in schools. Thus, it shows that English is a compulsory need for Indonesian people.

There are four skills which are needed to be acquired for getting the language. The skills are listening, speaking, reading, and writing. Writing is one of the skills needed in acquiring the language, specifically English. Through writing, the people express their idea, through writing they create something. The people in Indonesia often get confused about some aspects in writing their ideas in English. As the foreign learners of English, it is better for the students to know the differences between our context and the context where English used as the first language. There are many things to be considered when they want to write. Actually, in this study, the researcher focuses more on the knowledge itself and the genre knowledge that is included in the four parts of schematic knowledge. Those are general knowledge, thematic or domain knowledge, genre

knowledge, and also socio-cultural knowledge stated by Hedges as quoted by Margana.

There are many types of schools in Indonesia, such as state schools, private schools, and vocational school. The teaching learning process in the school might be different because each school has its own regulation and rule about the teaching learning process. Here, the researcher found a problem that unconsciously occurred. There are many Indonesian students that find difficulties if they have to write English in different types. It is known that each type of text has its own characteristics. Thus, when students acknowledge the characteristics of each type of text, they are able to write in any kinds of text.

In this study, the researcher found the problem in the vocational school, especially the students of SMK Negeri 3 Yogyakarta tend to give less attention. The reason is due to the majority of the class are boys who do not prefer to learn theoretical things. The teacher tended to use Bahasa Indonesia around 70% of the teaching learning process because the ability of the students is quite low. In the beginning, the students did not pay much attention to the teacher. When the teaching learning process was being delivered, they can not keep silent even for a short time, so it is better not to leave them without any activities.

The teacher tended to use the conventional way of teaching. The teacher liked to directly translate the sentences to make the students understand what was being delivered. As the researcher observed, either

the teacher or the students were really like to make jokes. This can be one of the tricks to create an enjoyment of learning English. Besides, the teacher's explanation is clear enough, his explanation tends to be really calm and not in a rush or it can be said that it smoothly flows.

Even though most of the members of the class are boys, it does not mean that they are all lazy. As the researcher observed, the students are very passionate in studying and doing the assignment given by the teacher. The dictionaries are needed to check and to help the students to enrich their vocabularies. As the researcher interviewed the students, they said that the teacher pays more attention on the productive skills like speaking and writing, as well as receptive skills. Most of the students did not hesitate to ask any questions to the teacher, and the teacher answered the questions patiently. The questions from the students are about the rules of how to write a text (in this case recount text). The involvement of the students in the class is good, which proven by the acts of some students who bravely came to the front of the class for asking a question.

As the researcher observed, the teacher's attitudes towards the students are calm and charismatic. Thus, he did not need to shout or use his extra efforts to get the students' attention. After giving the assignment of making the descriptive text, the teacher went around checking the students' work. This might be one of some ways to create closeness with the students. There were several conditions when the students found some

difficulties in arranging the sentences, however, the teacher wisely taught them to use easier way to make correct sentences.

The condition of the class is comfortable. There are 35 students of AV 2 (Audio Video) in the room. There are two lamps, one white board, one black board, two teacher chairs and one teacher's table. This room is approximately 7 x 10 m².

The researcher sees possibilities of applying the genre knowledge to improve the students' ability in writing in SMK Negeri 3 Yogyakarta. By observing the daily English classes, the researcher found that almost all of the students have already attained their productive skills, such as writing. SMK stands from (Sekolah Menengah Kejuruan) which means that the students are prepared to be ready to work after they graduate from this school. The school has various majors namely; wood construction, mechanical engineering, building sketch program, electrical installation program, computer and network program, multimedia program and audio video program.

The purpose of this study is to make the students to be able to write well by using the correct order of the rules in genre. Writing ability is necessarily needed for them. In order to achieve good writing, the students have to know what they are going to write, how to write a good writing based on the types of their purposes. Many people prefer speaking English as well, but they tend to be unattainable in creating good writings.

Nowadays, it is no doubt that the people who can write well can obtain better academic achievement or even better job. A good writer is the one who can interchangeably use the types of texts depend on the needs and can assure those who read their writings. In writing, there are many aspects to be considered as well. Writing is different from speaking, listening or reading. The purpose and the tone of the writer's attitude are considered. Here, the use of genre in the writing which is aimed to know the writer's intention.

Fryxell (2004) stated in his book that there are two types of writers, organized and unorganized writers. He emphasizes that the organized writers always have plan(s) on how they are going to get their writing done. Thus, when the students want to write something, it is better to organize or to know the structure and purpose of their writings. The advantages of knowing the genre knowledge is that someone can be an organized writer if s/he implements the genre knowledge to his/her writings. In other words it is one of the prerequisite to be a good writer is by at least understanding the genre knowledge and then, be able to make the right framework as the basic of their ideas in their writings. This effort is done to avoid the confusion from the students about how to write in English. Thus, genre knowledge helps them to obtain what they want to write. To be a successful writer, s/he better knows how to write good writings. Hence, in this study, the researcher tried to establish an

implementation of genre knowledge to improve students' writing skill in SMK Negeri 3 Yogyakarta.

B. Identification of the problem

Based on the background of this study, the problems can be identified in several points. Since English gets great attention in Indonesia, It means that many people do many things to be able to acquire English. By paying attention to this phenomenon, the people in Indonesia try to show their credibility in acquiring English. Thus, the people in Indonesia want to be good both in spoken English and written English. It becomes one of the essential problems faced by Indonesians. Thus, schools have to be able to provide their best efforts to enable the students to acquire English.

Each class should be treated differently. As teachers, they should not homogenize different classes even though it is on the same level. The differences lie on the characterization of the members of the class. Teachers might find some similarities between two or more classes, but still it does not mean that those classes are similar.

SMK Negeri 3 Yogyakarta needs a new way of teaching English that enables the students to creatively express their idea in English writing. As the researcher observed in the field, the students in SMK Negeri 3 Yogyakarta showed the researcher their good ability in English. However, they still need a guidance to make their ability attained in the right way. The students still need guidance about how to write a good passage. Here,

in this study, the researcher wanted to know about the improvement showed by the students by doing some treatments to them so that she compare the students' writing ability before and after the genre knowledge is implemented.

C. Limitation of the problem

This research only discusses the implementation of Genre Knowledge, in SMK Negeri 3 Yogyakarta in the teaching learning process of English writing class. The researcher took the data from the sample of X AV (audio video) class. This research has a limitation in the time of the implementation, it should be known that the students of SMK Negeri 3 Yogyakarta grade tenth held English class only once in a week and there are some weeks off for inauguration party and seminar in the same day of the English teaching learning process.

D. Formulation of the problem

The problem of this study can be formulated as:

How genre knowledge could be implemented to improve students' writing skill at SMK Negeri 3 Yogyakarta?

E. Objective of the study

The objective of the research is to improve the ability of writing skills of the students at SMK Negeri 3 Yogyakarta tenth grade majoring AV (audio video) by using the genre knowledge as the point of their improvement.

F. Significance of the study

There are two kinds of significances gained from this research:

1. Theoretical Significance

- a. For English teacher, the results of this study can give him the views about the implementation of genre knowledge in English class. It can also be one of the references for the English teacher to have a fully overview about how genre knowledge is implemented to improve writing ability. More specifically in vocational high school, the teacher might find some differences between the genres used in common schools.
- b. The results of this study can be used as an input for the improvement of teaching writing skills in Senior High School, especially vocational high school. Similar to the title, the results of this research prove whether the genre knowledge affect the students' writing ability before and after the treatment.
- c. The results of this study also give a proof of improvement to those who wish to use the genre knowledge to improve their writing ability. This research proves the effectiveness of the genre knowledge and how to implement genre knowledge in vocational high school students.

- d. The results of this study also become the factual proof for the readers about the use of genre knowledge to the vocational high school students.
- e. For the students, this research may give them new knowledge in expressing their ideas in English.

2. Practical Significance

- a. For the researcher, the results of this research become a kind of learning to be a good writer by also implementing the genre knowledge to each of the writings in the next time when she wishes to use genres to write needed writings.
- b. For the students, this research is a new experience for them to understand the essence of genre knowledge. This might be new implementation for the students in vocational high school who are getting used to study mostly practical things, but now they have to deal with genre knowledge in the teaching learning process English.
- c. For the English teacher, this research becomes the reference of guidance of how to implement genre knowledge for English teachers. It means that he can practically use this research as the reference of the way how to do such implementation of genre knowledge.
- d. For the school principal, the results of this study give him the views about the process of English teaching-learning using the

genre knowledge in the writing skill. This research becomes one of the considerations in arranging the type of the method that the school uses for their teaching-learning of English activities.

- e. For the other researchers, the results of this study hopefully give valuable knowledge about how to teach genre knowledge to the vocational school students.

CHAPTER II

LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

This chapter concerns with some theories that become the basic of the discussion. The purpose of the chapter is to obtain the understanding about the fundamental things of the research. Thus, the problem stated in the previous chapter can be answered. The discussion presented in seven headings. They are related to the theories of writing, theories of teaching writing, technique of teaching writing, theories about genre knowledge, the facts about genre knowledge, and the functions of genre.

A. Literature Review

1. The Theories of Writing

Writing ability is one of the skills in acquiring the language that is essential for the people when they intend to produce something in the written form. For some people, writing ability can gain their independence, comprehensibility, fluency and creativity in writing. The writing ability can be defined as the specific ability that helps the writers to put their ideas into meaningful arrangement of sentences. Writing is a progressive activity. Thus, when the people write something it is believed that they have already been thinking about what and how they are going to express their ideas. After finishing their writing, they still need to read over to check and sometimes make changes and corrections. Therefore, writing is not a one-step action but it is a process that has several steps.(Oshima and Houge: *Introduction to Academic Writing*, p.2)

The researcher believes that the writers should have sufficient knowledge in order to make them feel independent when they are able to write without much assistance from others. Writing is just about how to express ourselves in the form of the written text. Thus, if the writers have the right technique to write, they do not find any obstacles in writing. This what the High School students need, as an adult learner they need to know how to write well, including the knowledge of what kinds of tenses that should be written in their writing.

To gain comprehensibility, when the people write something and their writing can be understood by the readers, it means that the writing is comprehensible. Most of the writers provide the writers with the lists of the meanings of the uncommon words right after the sentence included those words.

To practice our fluency, when the writers are able to write smoothly, they actually, practice their fluency in writing, so that they can acquire the language better. Fluency is not only existed in spoken ability but also it is existed in the written form. By writing many different types of text, it means that the writers practice their fluency in writing.

To gain creativity, the writers try to express our ideas, not just simply copying others' work. Sometimes the writers feel that they have created their masterpiece, sometime they also feel their writings are the best writing after all. Thus, to create that condition, the writers have to be able to be more creative, and one of the many ways to gain our creativity is by practicing their writings.

It is better for the teachers to elaborate the pre-writing stages by introducing the students about the organizational structures and language features

in this case, the organizational structures and the language features are the genre knowledge. Thus, it means that the teachers have to give them the proceeding explanation about genre knowledge that can ease them in completing their essays. (Richard, J: Teaching Reading and Writing p.94). It is generally believed that the teachers should emphasize on the pre-writing stages first, before they ask the students to write any possible writings. Thus, when the students get sufficient knowledge, Richard believed that the students are able to write the way they expect. The researcher then concluded that the genre knowledge has to be implemented in schools.

There are several good ways to encourage them to write by the pleasure. The students-centric activities seemed to definitely help them in creating a good writing due to their insights about themselves. That is why some of the genres escort them into this sort of activities, such as recount text that help them to reminisce of what they have done in their experiences. In addition, descriptive text also helps them to be more expert in describing the people around them, or even themselves, this can be called as student-centric activities.

The more important way is to introduce them with the knowledge of genre to make them aware of many different types of texts. As stated previously, that it can help the student to ease their works in writing. The point of this research is also to know how to implement the genre knowledge in the teaching learning to enhance the students' writing ability.

2. Theories about Teaching Writing

A simple point of view in writing assumes that written language is a simple representation in graphic of spoken language. (Brown, 2001:335). Writing is more complex than spoken language. Hence, writing pedagogy is important as Brown states by stated that writing is different from speaking as swimming is different from walking (2001:335). This is espoused and developed by Hedge, who states that writing is more than just producing accurate and complete sentences and phrases. She states that writing is about guiding students to produce whole pieces of communication, to connect and to develop information, ideas or argument in particular. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text (2005:7). All these points make teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

3. Techniques in Teaching Writing

There are several techniques in teaching writing:

a. Pre Writing Activity

The pre writing activity is very important to be established before the students are going to write. Based on the articles of writer's digest, the pre writing activity included the explanation about the genre knowledge, the leading stimulation from the teacher, the preparation of making the

framework of the writing, and the preparation of the purpose of the writing. Thus, the researcher believes that those activities should be done in pre writing ability.

b. Whilst Writing Activity

While the students do the whilst writing activity, they need to focus on the whole text, as well as the parts of the text. Here, the writers or the students need to pay attention in the generic structures of a text. Thus, the students' prior knowledge about the genre knowledge should be emphasized in the pre writing strategies. Sometimes, the students need to put their work aside for awhile then come back to it in order to get fresh ideas about what to write. The teacher needs also to go around the class to check the students' writings and gives them feedback about their writing. This can be an effective whilst writing activity.

c. Post Writing Activity

In post writing activity, the teacher needs to emphasize on the feedbacks given to the students. Then, the students need also to have someone to look over their writings.

4. Theories about Genre Knowledge

The theory in writing can surely help the students in understanding of what they want to write. This also gives them a bold framework about what to write. Before going ahead to the genre knowledge, it is better for us to know what the root of the genre knowledge is.

There are four types of knowledge that included in each of the writings, Hedge as quoted by Margana, the knowledge are: general knowledge, thematic or domain knowledge, genre knowledge, and also socio-cultural knowledge. General knowledge means that the knowledge outside the writing knowledge that they have known. It is necessary for supporting their writing because it helps the students about the content of their writings. The general knowledge existed in the form of their first language because they might get such knowledge from their native language literature. Thus even though it helped the students much, but it does not mean it is sufficient for them. Due to the needs of a good way to write in English, that is why the general knowledge is not enough. The students need more than just their prior knowledge about what to write. However, the general knowledge might not be transferred well if the students are not able to write well about that information. After all, the researcher still thinks that the general knowledge is still one of the important knowledge to have when we want to write.

Thematic or domain knowledge is not less important than general knowledge. It is important to have thematic knowledge in order to make us enable to choose the point of the discussion. For example if the writers have known about one planet in details, e.g. Mars, they can simply take that theme to be explained in their writings. Creative writers can create many different types of writing by only one theme. By using Mars as the domain knowledge, they can create description, explanation, report, or even narrative. The knowledge about one theme or one domain is just what the writers need to transfer that knowledge to the readers. By being able to write well, the writers with their theme or their domain knowledge

about a topic can be a perfect writer. They might write about the stars in the encyclopedia, they might write a journal about education, they might also be able to write about the previous history about a country. This is the condition that the researcher wanted to say. The condition when a writer masters the domain knowledge. Thus, it is one of the functions of domain knowledge.

Besides, we still have the socio-cultural knowledge, as states by Suwarsih Madya, in one of her Journals, entitled *ELT Curriculum Innovation and Implementation in Asia*, that socio-cultural, political and geographical of each country is really contextual, means that it is unique that no other countries resembles in political, and socio-cultural. This can conclude that our socio-cultural knowledge, the writer from different society or culture tend to have different styles in writing.

One of the functions of the genre knowledge is to understand the organization of each different types of the text. Genre knowledge somehow is aimed to illustrate about the steps of how a text should be arranged, moreover it really shows us the condition of English teaching learning in Indonesia. In this knowledge, students are asked to be able to create either spoken or written text based on genre. Thus, it is important for us as English teachers, to master the genre knowledge. It should also be underlined that it is far more important for the students to be able to understand the genre knowledge because in formal schools they implemented many of the types of the texts.

Genre is normally classified by content, language, purpose and form. Genre-knowledge is developed by linguistics and practitioners in Australia who

mainly draws on the linguistic theory of Michael Halliday. With its focus on the core educational genres, it is clearly articulated the social function as well as discourse and grammatical features for each genre.

The theory of Halliday pays attention on the relationship between language and its social functions and sets out to show how language becomes a system from which users make choices to express meanings. It is suggested that the context of situation of a language event on how the people use language is further divided into: field (topic or focus of the activity), tenor (the relationship between the researcher and reader or the speaker and hearer), and mode (expectations for how particular text types should be organized). These three components are realized through elements in the lexico-grammatical system (Halliday&Matthiessen, 2004).

That is, the way people make meaning by choosing linguistic choices varies according to the field, tenor, and mode variables that constitute the context of situation or discourse. The lexico-grammar is seen as construing three kinds of meanings, corresponding to field, tenor, and mode: with the field of discourse realized in ideational resources, the tenor of discourse realized in interpersonal resources, and the mode of discourse realized in textual resources.

According to Eggins (1994), it is the lexico-grammar level that is particularly important in understanding how the different contexts of situation are realized in lexical and grammatical choices. As an attempt to provide a framework that helps explaining genre use at all educational levels, the researchers characterize genres in terms of broad rhetorical patterns such as *narratives*,

recounts, arguments, and expositions. In addition to specifying key genres that students are often asked to write, the writers have also identified the purposes for communicating in each genre and the typical stages and linguistic features of these texts that can express these purposes. Furthermore, they employ analytical tools and frames from systemic functional linguistics to identify the discourse and grammatical structures needed to produce genres. By describing the typical features of valued genres, teachers can provide students with clear options for writing, both within and beyond the sentences, to help them create texts appropriate to readers (Hyland, 2004; Lin, 2006; Schleppegrell, 2004).

Derewianka stated that the text is a unity in one purpose. By glancing at this term, the researcher can see that when the students want to write something, they have to pay attention on the cohesive and coherence of a text, to make it means as a whole. Here, a "text" refers to "a piece of language in use", which is a "harmonious collection of meanings appropriate to its context" and hence has "unity of purpose". In other words, texts are stretches of language that may be considered complete in themselves as acts of social exchange. Length and mode of communication are immaterial: each text may be long or short, written or spoken.

The genres are generally defined according to the broad social purposes of communication. The classification and labeling of genres may vary, depending, among other things, on the theoretical influences behind each approach.

As an example, in some instances, writing genres are defined in terms of familiar broad categories such as 'Narratives', 'Description', 'Persuasion and

Argumentation' and so on. Thus, this text prototypes called text types, and more specific genres that employ each or combinations of these text types. Whatever the differences, categorization is based on what the discourse seeks to achieve or to *do* socially, for example, to tell a story ('Narratives' in many typologies) or to argue an opinion ('Argument' in some typologies, 'Exposition' in others).

Finally, the focus on whole texts implies recognition that there is a higher level of order and patterning in language than just the sentence - grammar at the level of discourse organization and meta-patterning of grammatical features. Genre-based approaches emphasize that this higher order must be attended to for effective language use: "all texts conform to certain conventions, and that if a student is to be successful in joining a particular English-language discourse community, the student will need to be able to produce texts which fulfill the expectations of its readers in regards to grammar, organization, and context" (Kim & Kim 2005, as cited by Muncie 2002). It must be noted that sentence-level grammar is not seen as unimportant: rather, its importance is seen in terms of the part it plays in the overall patterning of whole texts (e.g. what sorts of sentence patterns tend to pre-dominate in a particular genre).

Indeed, close attention is paid to sentence- and word-level grammar in many current approaches, but without such grammar being treated separately from the business of communication, unlike in older grammar-focused approaches or in many forms of communicative language teaching. Thus, genre knowledge can be seen as being at once both whole-to-part and part to whole.

5. The Facts about Genre Knowledge

It is believed that the students need the knowledge of genre, especially for the secondary students, as it was mentioned by John Flowerdew, the explorations of the knowledge is important, and this was said due to the purpose of avoiding the disambiguate of which grammatical structures should be used in making the academic writing. One of the utmost facts is that the students under the disciplinary of genre knowledge in Hong Kong have firmer and more toned way in expressing their argumentative ideas. Thus, this fact gives us a big certainty about the significant roles of the Knowledge about genre in the writing areas. The regularities of the genre knowledge in certain group of scholars will sooner or later bring the changes of the writings. They might become dense or broad, it still depends on the writers. However, those who are experts in this disciplinary will creatively put the high level of tone or it can be said as the intonation of the writers through their writings.

6. The Function of Genre Knowledge

It is known that the genre has many significant roles in creating a good-structured of academic writing. The theory of genre somehow coats many common ground (Flowerdew: 23) and some of them are listed here below.

Genres are reflections of disciplinary cultures based on his book in Academic Course, it means that the genres are the mirror of the scholars' disciplines in order to meet the conventional ways. Whenever the scholars or the members of the cultures want to write they can reflect or see the mirror of the knowledge about genre that have been patented, so there are no reasons for them

to not to be disciplines about the genres. It also concludes that it is such a must for the members of this disciplinary to have a vast knowledge about genres.

Genres put their attention on conventionalized of communicative events within disciplinary. It can be said that there is a standardized-conventionalized rules that have to be implemented in the writings of the members. All members once again has to obtain those standardized rules, in this case is the knowledge about genres.

It is also said that all disciplinary or professional in genres have truthfulness of their own, and it is often recognized with reference to textual and broad factors. It can be said that it is not always fixed or static, however it is challenged in many times. It depends on the rhetorical contexts. Concerning with the truthfulness, it means that the writers originally put their own ideas in their writings without forgetting about the disciplinary though, so it can be said that the genre knowledge does not give any boundaries to creativity, it is somehow gives the writer the standard way.

As it is known that genres are recognizable communicative events, it is strengthened by characteristics of a set of communicative purpose(s) that easy to be identified. Moreover, it is mutually understood by members or scholars or students of the professional or academic community in which it is such a regular occurrence for them to face certain kinds of genres. It can be said that one of the functions of genre knowledge is to be able to recognize what is the writer intended to say in his or her writings. Then, the researcher emphasized once more that it is

such an important thing for the students to be able to understand about the genre knowledge in order to give a strict distinction in their writings.

It is believed that genres are highly structured and conventionalized constructions. In addition, genres are also enable the writers to give their contributions inside their writings, it is also allowable for the writers to give expression to, to put their feelings to, depends on the type of text that they take. The language features in the genre knowledge somehow become a helpful aid for the reader to be able to differentiate the writers' intentions.

The writers or the readers should be the established members of a particular professional community that have obtained much or at least sufficient armor of knowledge about genre to be able to understand the patterns of generic practices. The members will tend to be able to recognized better, if they are compared with the outsiders or apprentices or it is namely the new members of the disciplinary of the genre knowledge.

Though genres seemed to be conventionalized structures, those who are expert in the members of the disciplinary and professional communities are often in a flexible position of showing off their private intentions inside the writings. However, it is done by one condition that the writers should also use the acceptable structures to enable the reader to catch the communicative norms that are trying to be inserted within the text.

B. Conceptual Framework

This is the conceptual framework of the research :

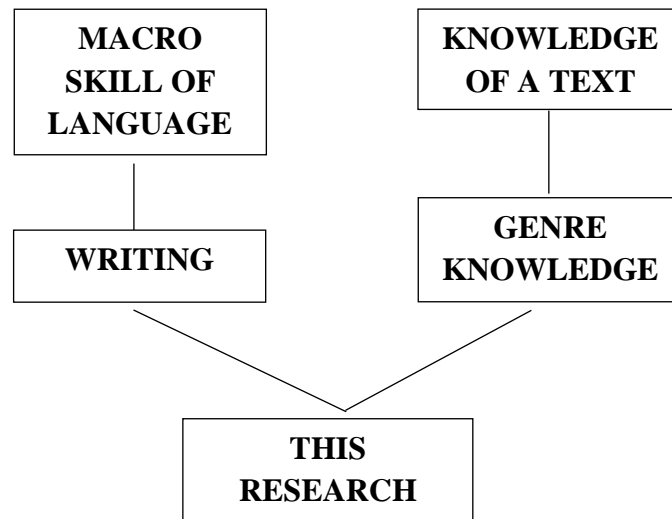


Figure 1

The upward chart shows us about the relationship between the writing and the genre knowledge. Writing is one of the macro skills of the language. There are two types of the macro skills written and spoken, which means that writing is included in the written skill. In the right part of the chart, it is shown that there are many methods in English teaching learning. genre knowledge is one of the ways used. This research is in the middle of the genre knowledge and the writing skill.

In this research, the researcher combined between the ability of writing of the students and the genre knowledge. It is in order to ease the students in making many different types of text.

CHAPTER III RESEARCH METHOD

This chapter gives information about how this research was conducted. It includes research design which contains of type of research, research setting, and participant of the research, data collection technique, data collection instrument, data analysis, and research procedure.

A. Research Design

1. Type of Research

This study is an action research conducted in writing class. The central idea of the action was using genre knowledge to improve writing ability among grade tenth students of SMK Negeri 3 Yogyakarta. The researcher, the English teacher, and the collaborator cooperated to find the weaknesses of writing process, it was done by identifying the existing problems, planning and carrying out the actions, then making an evaluation, reflection, and discussion of the actions implemented.

2. Setting

The researcher chose SMK Negeri 3 Yogyakarta, because the students' ability in English were quite low. Moreover, for their writing skill in tenth class majoring AV (audio video), the teacher found it difficult to teach them, most of them were only good in practical spoken English. It is such a need for them to creatively use spoken English for their job later when they graduate. On the other hands, the researcher thought that it is very important for them to know the genre knowledge, since they have to deal with many kinds of writings in their jobs later,

they also have to pass the national examination that puts a strong point about the genre knowledge.

3. Participants

The subject of this research is the tenth grade of SMK Negeri 3 Yogyakarta. The researcher only used a group of the tenth grade students. There were 35 students as participants. They were 26 males and 9 females. The age average was about 16 years old. They learn English as a foreign language.

B. Techniques of Data Collection

This research was done in both qualitative and quantitative data collection. The qualitative data were in the form of opinions of research's member conditions. Meanwhile, the quantitative data were in the form of scores that were collected from pretest and posttest. This data had been collected from some techniques used. Those techniques that had been used were described as follows.

1. Observation

Before working on this thesis, the researcher observed the possible class. In this observation, the researcher used the observation checklist. It is important for the researcher to use this in order to ensure the data collection flowed smoothly. Besides, when the actions were done, she also brought the observation checklist to check the availability of several important things the teacher should do.

2. Documentation

Besides he observation, the researcher recorded the data with the help from collaborator in the form of videos and photos of the teaching learning

process of writing by using the genre knowledge. Then, she sorted the data and transcribed the video taken from the class activities.

3. Interview

The researcher used the interview to gather the data. First she made the interview guidance in order to make the researcher feel easy to ask the respondent. After that, the researcher recorded the interview by using some tools. Then, the researcher transcribed the script and put some important information into this thesis.

C. Instruments of Data collection

1. Interview guidelines

In the interview guidelines, the researcher provided several questions that represent the whole process of the activities that had been done. The researcher also used the check and re-check technique (triangulation technique) by not only checking on one source.

2. Field Notes

The field notes were used when the researcher did some observation but the occurrence was not existed in the observation checklist. Thus, the researcher noted some important occurrences in the class.

3. Observation Checklist

The observation checklist showed the researcher about what to observe which make the researcher felt easy to write down what happened in the class.

4. Questionnaires

The questionnaires were used to gather the data needed. More importantly they can be used as the media of the students' thought.

5. Students' work

It can be also a significant data to be collected by the researcher. The researcher can really see the progress of each student by looking at the students' work. The researcher gave pretest and posttest to the students.

6. Camera

The researcher used the camera as one of the tools for data taking, which can be used as the data taking for pictures or video of the teaching learning method in SMK Negeri 3 Yogyakarta. This can be one of the important tools needed for the researcher in data taking.

7. Recorder

Besides camera the researcher also used the recorder or camcorder to record the main activities in the field, in this case in the classroom activities. After taking the raw materials, the researcher soon took the main point of the activities as one of the basic data taking for this research.

D. Data Analysis

The data analyzed quantitatively and qualitatively. The researcher provided statistical data and also provided the reflection in the form of the description. Thus, the technique used might be varied.

The statistical data was used to show the improvement of the students' ability in writing. Meanwhile the narration was used to describe the condition

of the class, whether the students feel comfortable or not when doing the writing using the genre knowledge.

The data analysis technique used the triangulation data. Since the researcher took the data from the video and transcribe it, the researcher still needed to check and re-check the data by holding the interview to check the trustworthiness.

The researcher observed the three different sources to check it. There are: the transcription of the video recording, the students and teacher, also the previous facts that have already been proven.

The researcher checked whether the three of the source met in the same data or different. If the data showed any differences, we can say that the data taken are not reliable.

The researcher also analyzed the quantitative data to know the tendency of students' writing scores. The researcher identified the progress of the development of students' writing skill due to the treatments. Furthermore, instruments that had been analyzed quantitatively were pretest and posttest. In this case, there were two ways in analyzing the quantitative data. There were the scores and the mean. MacKay (2006: 43) states that mean is the average. Here it meant the average of students' writing scores. It was calculated by adding up all scores and dividing them by the number of students in class. It was called empirical mean because it is gained by involving overall scores in the class. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean could be defined as the ideal

mean (score) that had to be reached by the group. It was calculated by adding up the highest score and the lowest score, and then dividing it by two. Suharto (2008: 16) states that standard deviation is to identify whether a distribution is heterogeneous or homogeneous. It is called empirical standard deviation then. It should be below the ideal standard deviation to show a positive result. Ideal standard deviation can be calculated by using this formula; (the highest score – ideal mean): 3. If a distribution is homogeneous, it means that all participants (students) here have the similar ability in writing after the implementation of the genre knowledge.

In short, it can be said that the data analysis techniques done by the researcher were by quantitatively counted using statistical data, and right after that the researcher qualitatively described the result of the statistical data.

E. Research Procedures

The conclusion after the researcher conducted reconnaissance as well as the teacher was that the tenth grade students were still found difficulties in writing a good text by using the correct order. The researcher found that this was the problem. Finally, the researcher thought that the students have to understand about the knowledge of genre before they are going to write, thus the use of genre-knowledge were selected to solve this problem.

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a cyclical model of the action research process. Each cycle has four steps: plan, act, observe, and reflect. There are four phases that are used to conduct the action research:

Cycle I

a. Planning

This step is the step where the researcher planned the actions that would be taken in the acting step.

b. Acting

In this step, the researcher did what were planned in the planning step. The researcher should also jot down and note down or even record and picturing on what happened in the class.

c. Fact Finding

By observing on the action taken, the researcher then, had to find facts inside the teaching-learning process of English writing class using the genre knowledge in prior. The researcher had to find the answer whether the students thought that it was easier for them to write after the implementation of genre knowledge or not.

d. Analyzing

The researcher analyzed the data based on the fact found in the field. Then, the researcher checked the data with the actual condition, to show whether the steps taken were effective enough or less effective. In this part, the researcher considered it as the stepping stone for the next cycle. The ineffective part should be left behind and plan another part that might be effective to be planned in the next cycle.

Cycle II

d. Reformulated Plan

In the second cycle the researcher re-planned the action that should be taken in the action steps. The researcher reflected on the analyzing part of the first cycle. It was easier for the researcher to base the reformulated plan step from the first cycle. It was done in order to improve the performance in the action step to be more effective.

e. Do the Revised Plan

The reformulated plans that had been planned then, they should be done in this step. Commonly, the revised plans were better than the plan in the first cycle. Since the researcher re-planning distinguished the effective and ineffective part of the first cycle.

f. More Fact finding

Even though the researcher had taken the data and fact from the first cycle, the data taking should also be done repeatedly in this step, this was in order to check whether the second cycle was better than the first cycle or even worse. The researcher still needed to capture pictures and record videos during this step.

g. Re-analyzing

In this step, the researcher had to analyze the second data taken by using the more fact finding step and the fact finding step, or the first and the second data taking. The researcher found some differences of those steps. However, the difference might be significant. It meant that the researcher should also

judge based on the second fact finding, whether it was better or worse than the first one.

In this research, the researcher used the Kemmis and Mc Taggart steps to do the Action Research. Tripp also stated that before the researcher comes to the first cycle she has to be able to analyze the situation occurred and the problem unsolved. It can also be called as the reconnaissance part, it is the moment when the researcher had to remember of what happened in the class. There are also two more parts: prospective and retrospective parts. Prospective part is the process when the researcher arranges or plans the action, what should and should not be included in the action. However, the second part can be called as retrospective part, it means the part when analyze or evaluate the data. The moment of doing the action can also be called the present.

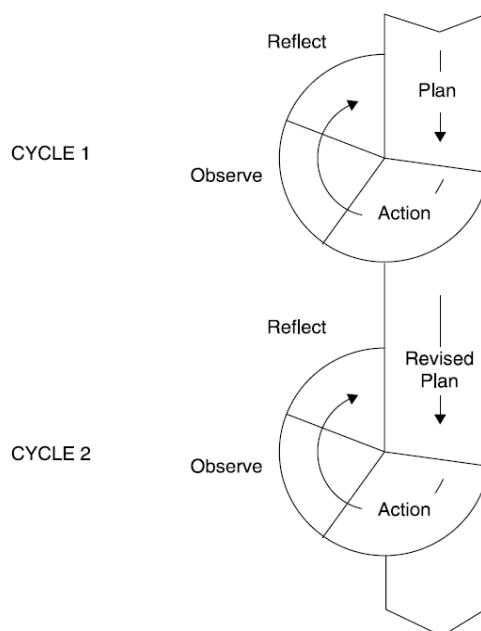


Figure 2: Action Research Cycle Model by Kemmis and McTaggart

F. Data Validity and Data Reliability of the Research

1. Data Validity

Anderson et al. in Burns (1999: 161-163) stated that there were five criteria of validating research data. They are democratic validity, process validity, dialogic validity, catalytic validity, and outcome validity.

a. Democratic Validity

This validity has been done by the involvement of the entire subject involved, those are the teacher, the students, the collaborator and the researcher to then share their ideas.

b. Process Validity

Process validity is done to measure the trustworthiness of the research.

c. Dialogic Validity

Dialogic validity is the communication-feedback (dialogue) between the researcher and the teacher to discuss about the achievement of the students.

d. Catalytic Validity

The catalytic validity is done by asking to the students as the research participants about their feeling after the implementation. The researcher does this validity by interviewing them and also by putting the question in the questionnaire given.

e. Outcome validity

The outcome validity is obtained by seeing at the result after the actions are taken. This outcome validity might become the measurement of the success actions taken.

2. Data Reliability

The reliability of this research was about checking and rechecking the observation checklist, recording, notes and questionnaires. The researcher also did the interview and divided the questionnaires to the students. This can be called as the triangulation technique.

- a. Checking the data from the recorder transcription;
- b. Relate the data from the recorder transcription with the written data such as observation checklist, notes and questionnaires;
- c. and Relate the data from the recorder transcription and the written data with the result of the interview.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND DISCUSSIONS

In this chapter, the researcher tries to give an explanation on the processes of the research, what she finds and also interprets the research. Thus, the researcher divides this chapter into three sections. The first is the reconnaissance, in this discussion the researcher describes about the identification of the problems in the field. The second is the reports of the implementation of the actions and discussions. Meanwhile, the last section puts the score that the students got during the implementation of the teaching learning processes that held by the researcher, but the researcher only focus on the writing score. This chapter presents the research process, findings, and the discussion that compose the reconnaissance, the report of cycle 1, the report of cycle 2, the quantitative data and the summary of research findings. The reconnaissance stage contains the recognition of the field problem. It also determines the action of problem solving, and the relationship between the field problem existed and the actions taken. The reports of each cycle were planning, action and observation, reflection, and summary.

A. Reconnaissance

The researcher conducted several activities that can help her to find the problem in the field. The interview was conducted by the researcher to some of the people involved such as the students and the English teacher. Before doing the direct observation, firstly the researcher interviewed the English teacher appointed for this research. He teaches the students of class X AV and X KR, the researcher

did this in order to obtain important information and to get any suitable suggestions about the ideal teaching learning process. However, by holding an interview to the English teacher, the researcher would also be able to detect the weaknesses of the teaching learning process in SMK Negeri 3 Yogyakarta. Right after the interview, the teacher thought that there was one problem that he found. The students were not able to write a good writing. In addition, the teacher thought that it is important for the students of SMK to be able to make a good writing. The teacher chose two classes which would become the suitable class for the implementation. Thus, in the following days, the researcher held the observation and gathered some data from those observations.

1. Identification of the Field Problem

The researcher derived the problems from the interview results and observations. An interview with the teacher, Mr. Sulthoni, was done on 21th March 2013. In this interview, the researcher found that the teacher used the conventional method in teaching the students. He tended to use the way that was quite unusual, he told that the students of SMK Negeri 3 Yogyakarta are special. Some of them were really hyperactive and sometimes they ignored the lesson but, Mr. Sulthoni always reminded them that the lesson is important not for him, but for the students themselves, so, based on the interview, the researcher can conclude that Mr. Sulthoni always delivers the English lesson in a discreet way. He never pursues nor pushes the students. Then, the teacher and the researcher agreed to hold the observation in the following week on 23rd March 2013 in KR3 (*Kendaraan Ringan*).

After doing the interview, the researcher observed the class condition. The observation was only done once because each meeting in SMK counted as two meetings as in other school held. The school only has one meeting of English in a week. After doing the observation in KR3, the researcher found a problem that by the next month the KR3 class would be in the workshop for about five weeks. Thus, the teacher thought that it would not be effective to hold the implementation of action research. The teacher then chose the second possible class that has similar characteristics to the first class. The teacher chose AV2 (Audio-Video) class was a good target of the research. Then, the teacher and the researcher agreed to hold the observation on Thursday, 28th March 2013. In this observation, the researcher also interviewed three students in total about the teaching learning process given by their English teacher. As the researcher explained before that the meeting of English in SMK Negeri 3 Yogyakarta only holds once in a week, so the researcher took this opportunity to do the interview with the students. The researcher interviewed three students in total to ask about the teaching learning in their class.

Then, the researcher found that there were some problems appeared when the teaching learning was done. The researcher concluded the field problems appeared in the teaching learning process that can be seen in table

(4:1)

<p>The researcher came to class X AV2 with English teacher. The condition of the class was noisy and some of them were still in the outside. When they saw the researcher and English teacher entered the classroom, they sat on their seat. After everyone in the class settled, the English teacher greeted them “Good morning students. How are you today?” Then some students responded “Good morning. I’m fine and you?” some of the</p>
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students answered in a loud voice⁽¹⁾. The English teacher introduced the researcher to the class and the students let the researcher sit in the corner of the class to observe the class' condition. Then, the researcher sat in the last row.

English teacher started the class by asking them to put their cell phone on the table and to see their own cell phone. He asked the students to make the descriptive text from it. He spread the paper and asked them to write the description in Bahasa. Some students were appointed to take the dictionaries from the laboratory. **Then, they made Indonesian version of the descriptive text and tried to translate it directly⁽²⁾.**

The researcher could see that the teacher has succeeded in gaining the rapport to the students. **However, there were some students who became the "trouble maker", kept going back and forth to disturb his friends⁽³⁾.**

The teacher went around the class to check the students' work and **he found many students asked them many questions, even it was only simple translation⁽⁴⁾. Some students used translation tool from the internet⁽⁵⁾.**

In the last minutes of the teaching learning process the students finished writing and submitted their work to the teacher. Some students had not finished yet when the bell rang.

(FN1)

The field note above, shows the picture of teaching and learning process of English writing before the actions. There were some evidences that the English teaching and learning process did not run effectively. Firstly, the students were disrespectful to the English teaching learning. The response of the students showed this attitude (1). The students answered in a loud voice and it was quite a negative attitude from them. The second problem came from the technique of the writing. As in (2) the researcher found that the teacher tended to use direct translation from Bahasa into English which was not good for creating a good writing because it was not contextual. As it was in (3) the trouble maker students went back and forth to make any disturbance for the class. In the fourth problem, the students felt that they were spoiled by the teacher with the direct translation, that was why (4) happened. When the English teacher asked them to do the

writing task, some of them did (5), they used translation tool from the internet which sometimes gave them incorrect translation. The researcher thought that it was happened because of the limited vocabulary they had.

In other words, the researcher observed that the students put aside the writing task since they could directly use the translation tool or even ask to the teacher. The students were also felt that it was not effective to make a passage in Bahasa first, and then translated it into English, they thought that it wasted the time and ineffective. This problem can be seen from the following interview transcripts.

(4:2)

S2	<p>: <i>Ya kalo bisa miss, ini diterapin juga di pelajaran writing nanti pas sama Pa Suthoni masih seperti ini juga miss, soalnya kalo translate dari Bahasa Indonesia ke Bahasa Inggris itu malah agak lebih sulit soalnya itu dua kali kerjaan juga, kalo pas kita udah tau bagian-bagian yang mau ditulis apa aja, terus kalo gitu kan gak harus buat dulu Bahasa Indonesianya terus ditranslate lagi.</i>(Ya I think it will be better if in our writing later with Mr. Sulthoni, he will still implement this kind of way, miss, because I think if we translate from Bahasa into English, it would be more difficult because it needs more efforts, the first, we should make the Bahasa form first, and after that we should translate our writings into English.)</p>
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(Int.trans_3/ L 5)

From the transcript above it means that the students found it uncomfortable to do the same thing twice as they had to create new thoughts in Bahasa, they also needed to translate their writing into English. That was one of the reasons why the students avoided writing their own ideas. They chose to use the translation tool because they did not like to translate, actually.

In addition, there were some students who found writing is a boring activity, they just have to write the whole time of the class. The students thought that it was too monotonous. The evidence is presented in the following interview transcript.

(4:3)

S3	<p>: <i>Ya lumayan bagus mba, tapi ngebosenin sih. Hehe. Soalnya kurang menarik sih kalo cuma menulis mba.</i> (Ya it is quite good miss, but it is boring. Haha. Because it is less attractive if it is just writing.)</p>
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(Int.trans_4/L6)

The evidence also strengthened by the teacher's response when he was asked about the writing skill in the X AV2 class. The teacher thought that their writing skill was not sufficient if it was compared with other skills, such as listening, reading, and speaking. The teacher thought that for listening skill he tended to make use of their language laboratory. As for reading they have their own module published by the school themselves for the sake of internal usage. Moreover, the English teacher explained to the researcher that he just used the translation way when he had to teach writing.

(4:4)

ET	<p>: <i>Untuk Listening skill, saya melatih mereka menggunakan film, atau video singkat, karena di SMK ini kita memiliki banyak laboratorium, salah satunya laboratorium Bahasa, maka kita berusaha untuk memanfaatkan lab tersebut, untuk masalah membaca atau reading, kita memiliki Modul sendiri, di dalam modul itu lebih dilatih pada skill readingnya. Sedangkan masalah writing seperti yang saya bilang tadi, saya biasanya menyuruh mereka untuk mentranslate.</i></p>
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(For listening skill, I trained them by using film or short video, because in this school, we have many laboratories, one of them in Language Laboratory, thus, we tried to make use of our facilities, for reading, we have our own module that put more attention in Reading and also a bit in speaking. However, for the writing skill,

as I told you before that **I usually asked them to do the translation.)**

(Int.trans_1/L2)

As we can see from the interview transcript above, that the problems in teaching learning process of English writing did exist. The problems were related to the teaching method, the materials, and the teacher's and students' role. The writing activities, text translation, and the lack of the students' knowledge about the types of text were the main problems occurred in the class. They lacked of exposure in learning English. The teacher did not get any other activities which could motivate them in learning English. They also gave their negative attitude to the writing English because some of the students thought it was not important. In addition, there were many students found difficulties in writing any texts in English because they were not get used to write. The students thought that it was difficult for them to create the ideas directly into English and they did not know what to write first and later means that they lack of knowledge about the organization of the text. Based on the observation of the teaching and learning process and some interviews with the students, the field problems can be identified as follows.

Table 1: The Field Problems in the English Teaching Learning Process of Writing in the X AV2 Class at SMKN 3 Yogyakarta

No	Field Problems	Code
1	The students were not confident to write in English.	S
2	The students did not like writing.	S
3	The students relied much on translating each word.	S
4	The students did not know how to differ the type of the text.	S
5	Some students used electronic translation tools to create the sentences.	S
6	The teacher used Bahasa in teaching English.	T
7	Javanese and Bahasa seemed to dominate the class	S

	conversations.	
8	There were no media used in the teaching learning process.	Md
9	The materials did not focus on the knowledge of the text types.	M
10	There were no worksheets used.	M
11	The activities given by the teacher seemed less varied.	T
12	The students could not differentiate the language features to be used in the text.	S
13	The teacher did not explain about the knowledge about genre to the students.	T
14	The lack of the materials about genre confused the students.	M
15	Few students used a dictionary.	S
16	The teacher did not give any feedbacks to the students' writings.	T

S: Students

T: Teacher

M: Materials

Md: Media

The researcher identified the field problems above as the occurred problems. They were related to the students, teacher, teaching and learning media and materials, and teaching and learning strategies. However, due to the limited time, energy and also fund, those problems should be determined into the most urgent problems which are going to be explained in the next subchapter.

2. Determining the Field Problem to Solve

The researcher thought that the implementation of the genre knowledge was needed in order to ease the students in distinguishing the types of texts. As we know that, it is a fundamental thing for SMK students to be able to differentiate the types of texts because later when they have finished their study they need this ability to be able to mingle in the world of their jobs. The field problems to solve are presented in Table 2.

Table 2: The Field Problems to Solve

No	Field Problems	Code
1	The students were not confident to write in English.	S
2	The students did not like writing.	S
3	The students were not get used to write.	S
4	The students relied much on translating each word.	S
5	The students did not know how to differ the type of the text.	S
6	Some students used electronic translation tools to create the sentences.	S
7	The materials did not focus on the knowledge of the text types.	M
8	There were no worksheets used.	M
9	The activities given by the teacher seemed less varied.	T
10	The students could not differentiate the language features to be used in the text.	S
11	The teacher did not explain about the knowledge about genre to the students.	T
12	The lack of the materials about genre confused the students.	M
13	The teacher did not give any feedbacks to the students' writings.	T

S: Students

T: Teacher

M: Materials

Md: Media

The researcher thought that it is important for her to be aware of the problems and weaknesses that she found during the observation of teaching learning process held by the English teacher. Thus, the later discussion is about finding the reasons why the problems occurred.

3. The Relationship between the Field Problems and the Actions

Below is the Table 3, in this table the researcher shows the analysis of the causes of the problems occurred. Here, the researcher shows the classification of the problems and tries to find the causes of the problems occurred in the teaching learning processes.

Table 3: Field Problems and Causes

No	Field Problems	Code	Causes
1	The students were not confident to write in English.	S	The students are reluctant to practice their writing skills, that is why they did not like and not get used to write
2	The students did not like writing.	S	
3	The students were not get used to write.	S	
4	The students relied much on translating each word.	S	The students relied on translation which means that the teaching learning process of translation was still being taught in their English lesson.
5	Some students used electronic translation tools to create the sentences.	S	
6	The students did not know how to differ the type of the text.	S	It seemed that this happened because the students did not have sufficient insights about the types of texts or yet we called it genre knowledge.
7	The materials did not focus on the knowledge of the text types.	M	
8	The students could not differentiate the language features to be used in the text.	S	
9	The activities given by the teacher seemed less varied.	T	It can be said that the lack of worksheets and activities occurred because the teacher was too busy preparing for the practices tests for National Examination because the teacher was one of the committee appointed by the school.
10	There were no worksheets used	M	
11	The teacher did not explain about the knowledge about genre to the students.	T	The researcher thought that these problems appeared because there was no consciousness of both the students and the teacher about the importance of genre knowledge in the teaching learning process.
12	The lack of the materials about genre confused the students.	M	
13	The teacher did not give any feedbacks to the students' writings.	T	The teacher might think that the feedback was not too important. Thus, feedback is very important for the students' progresses.

S: Students

T: Teacher

M: Materials

Md: Media

B. Report of Cycle 1

1. Planning

The researcher concluded the problems occurred in the class. Thus, to solve the problem, the researcher planned some efforts to solve the problems. The researcher focused on the writing skill though, she stated that the implementation in improving the students' writing skill through the use of genre knowledge was needed. The researcher along with the collaborator and the English teacher fostered the democratic situation and they planned the action of the Cycle 1 below. In the planning step, the researcher applied some actions to support the use of genre knowledge, the actions were:

- 1) leading the students' to the writing by showing them pictures,
- 2) recalling the students' knowledge about the genre that would be used in the first cycle,
- 3) giving the knowledge about genre to the students, and
- 4) making a good writing together with the students.

The researcher planned the actions above in order to make the students get sufficient knowledge about genre. These actions were done as one of the actions to enable the students to do creative writing. Generally, the actions were aimed to make the teaching learning process of writing runs effectively.

The text type in this cycle focused on recount text. The learning objectives were to enable the students to write a recount text accurately, appropriately and acceptably within the daily life context.

In this cycle, there were two meetings. As it was stated in chapter 1 that the study hours of English in SMK Negeri 3 Yogyakarta is once a week and on that day the students get 3 x 45'. Thus, the researcher thought that it was a quite long time for the students. The first meeting was conducted on 11th April 2013. The researcher used Genre-based Language Teaching in the teaching method, so there were four phases in every meeting. Firstly, the researcher showed some pictures and gave questions related to recount texts to the students in BKOF. Then, the students were given a recount text, its social function, its generic structure. In MOT, the researcher along with the students created a good text of recount text in front of the class. In the third phase, JCOT, the researcher asked the students to plan what topic that they were going to write. The ICOT started, and the researcher asked the students to write the recount text by using the two topic cards (A) and (B).

The second meeting was conducted on 18th April 2013. These activities were almost the same with the first meeting. The differences were in media used, topic of the texts, and the students' activities. In this meeting, the students were asked to write a recount text by using the "recount text plan". It consisted of the separated parts of the text. Here, the researcher tried to put more understanding about genre knowledge to them by emphasizing the different place to write different parts of the recount text. The researcher asked the students to remind about the last holiday that they have experienced. To get the clear explanation about the action in cycle 1, here are the descriptions of the activities in cycle 1.

Table 4. Description of the Activities in Cycle 1

Meeting	Date	Activities
1	11 th April	1. Providing picture and questions in BKOF 2. Providing a good text and explaining the knowledge of genre in MOT 3. Providing some pair works tasks in JCOT 4. Providing an individual task in ICOT
2	18 th April	1. Providing questions about the previous materials in BKOF 2. Providing a good text and re-explaining about the genre knowledge in MOT 3. Providing pair work about separated genre in JCOT 4. Providing an individual task in ICOT

After all the plans were designed, they were done in the actions and observations on the first cycle. It was done by conducting teaching and learning processes in the classroom.

2. Actions and Observations in Cycle 1

a. Giving materials about genre knowledge

The researcher thought that it was a sufficient thing to give the knowledge about genre to the students. Since the researcher's main point is to give the genre knowledge, so, in the Cycle 1, the researcher gave the materials about the genre knowledge which really supported the teaching learning process of writing skill. In this Cycle 1, the researcher gave the materials about the recount text which the researcher considered that it was only the repetition from their Junior High School's material. However, there were many students who still confused about the language features used in creating the recount text and there were also many students who had no idea

about the generic structures of the recount text. The evidence of the students' confusion can be seen below.

(4:5)

Re	: Well, after telling the picture about “The Last Birthday”, do you still remember about the recount text?
S	: Yes (some). No (mostly).
Re	: When we want to make recount text, what should we have in the organization of the text?
S	: Orientation (some) and forget miss .

(FN 3)

Looking at this phenomenon, the researcher then gave the emphasis on this area, in this case the explanation about the recount text. The characteristics, the language features and the further explanation about the recount text also given here in every meeting of this cycle. Only few students still remembered about the generic structure of recount text. Those who remembered, they only knew about the orientation and re-orientation, they did not know that in the middle they should put sequences of events.

b. Giving the students a good example of each type of the text

Here, when the researcher planned the lesson plans, the researcher tried to give the model of the text in each meeting, in this case is the cycle 1. Thus, the researcher gave some good model of the text of recount text to the students. There were some ways in giving the samples of the text. The first by handed in to the students the text. The second, it was done by putting the model of the text in front of the class. The third, it was done by asking them to write the text along with the researcher.

c. Encouraging the students to make a good writing of each text

The researcher in this case tried to encourage the students in making a good writing in recount text. The researcher made some interesting and familiar topics for the students about the recount, such as the happiest experience, the most unforgettable birthday for the first meeting on 11th April 2013 and the most unforgettable holiday that they have ever experienced for the topic on 18th April 2013. These topics seemed to make the students felt enthusiastic to write the stories. There were many efforts that had been done by the researcher, one of them was by going around the class to check the students' writings. This kind of activity can indirectly help the students to create their encouragement to make a good text. Besides, the researcher always reminded the students about the score that they would reach when they could make a good writing. This action also can be considered as the trial to encourage the students to make a good writing.

(4:6)

Re	: Have you finished?
S	: Not yet miss.
Re	: Is it easy, don't you think so?
S	: (laughing) <i>yes yes miss. Miss, verb kedua nya pergi itu apa miss? (What is the verb two of "go"?)</i>
Re	: Go is irregular verb, it is go→went→gone
(FN 4)	

The bold sentences show us about how the researcher established the student's confidence by asking them that question. The response from the students might only be the spontaneous answer. However, it indirectly established the confidence that they can do that writing task.

- d. Giving the explanation about the language features and characteristics of each text given

In every beginning of the meeting, the researcher explained the language features that might be used in creating the recount text. Moreover, she also explained about the characteristics of the recount text, so that the students had better understanding in creating the recount text. The students felt that it was a help for them to know the genre before they write.

(4:7)

Re	<i>:Ya syukurlah kalau begitu, menurut Dea. Kamu ngerasa ada perbaikan ke arah positif gak?</i>
	I feel grateful for that, Dea, do you think you get some positive improvements in your writing?
S 3:	<i>Kalo saya pribadi sih merasa terbantu miss, dengan diberitahu dulu sebelum mengerjakan, dan terkadang miss juga ngontrol ke belakang ngecekin kerjaan anak-anak itu juga ngebantu untuk konfirmasi tulisan kita udah bener atau belum, gitu.</i>
	For me myself, I felt that it is really helpful, by giving previously knowledge before we write , and sometimes you control us to go back and forth to check the students' work, that kind of actions is also helpful to give confirmation whether our writing is correct or not.
	(Int_3/L6)

The researcher felt that they were aware of such things, so in the second meeting of the Cycle 1, they tended to pay extra attention on the past verbs, sequences, and the order of a good recount text. The students' positive attitudes could be seen below.

(4:8)

Re	: Do you still remember about the recount text?
Ss	: Yes.
Re	: What are the structures of recount text?
Ss	: Orientation, Events, Re-orientation (around 70% of the students in the class)

(FN 5)

Surprisingly, after the 1st meeting of the cycle 1, the students could easily remember what they have learned last meeting. Even though there were still several students who only remembered the orientation. That was still considered as a good improvement.

e. Giving the feedback to the students' writings

At the end of every meeting, the researcher always gave the feedbacks right after glancing on their writings. The collaborator also noticed that and put this action on the observation checklist. The researcher thought that it was a very significant thing to give the feedback to the students since we knew that they only had one day of English lesson in every week, so the researcher felt that she needed to give a good feedback to the students. Here is the feedback given by the researcher.

(4:9)

Re	: Well, here I found feel in the recount text that you have made. What is the verb past for feel?
Ss	: Felt (some of the students) ⁽¹⁾
Re	: So, be more careful in using past verbs. ⁽²⁾

(FN 6)

By doing this kind of action repeatedly, the researcher made the students aware of their own mistakes, even though the researcher did not mention their names, the researcher thought that the students were still aware of the mistakes they made (1). Thus, hopefully, by giving the feedback to the students' writing (2), the students were be able to notice their own mistakes and do not make any similar mistakes in the future.

- f. Prohibiting the students to translate the whole sentences from Bahasa into English

The habit of this class was to translate directly any writings into English. Thus, the researcher thought that it was not really effective and she wanted to change that habit. This kind of translation activities seemed to be not contextual. The researcher wanted to avoid this translation by asking them to put the text in a contextual concept. There was no direct translation occurred from Bahasa Indonesia sentences into English occurred in this cycle.

- g. Repeating the previous materials in the beginning of each class

As the feedback giving had been done by the researcher at the end of the meeting, the researcher also thought that it was important to do repetition of the previous materials in the beginning of every class. The researcher gave this because she wanted to apply the cyclic lessons. It is stated that the mother of the lesson is repetition. Thus, the researcher thought that it was very important to give the repetition in the form of the re-explanation.

3. Reflection of Cycle 1

After the implementation of the cycle 1, the researcher, the English teacher and the collaborator had a discussion to make a reflection based on the observations during the implementation of the action. The researcher also had interviews with the English teacher and students after the implementation. The reflections were used to plan the actions in the next cycle. The following descriptions represent the result of the reflection.

a. Giving materials about genre knowledge

The main purpose of this research is improving the students' writing ability through the use of genre knowledge. Thus, the researcher gave the materials about genre over and over again. This condition made the students felt aware of their own writing. They paid attention more to the tenses used, to the generic structure of the recount text, and to the language features used in recount text. By making this as the stepping stone, the researcher thought that it was a necessary thing for her to keep giving the materials about genre knowledge.

b. Giving the students a good example of each type of the text

In this first cycle the researcher gave a good example of the text by giving them the model of the text (in the first meeting), and by letting them to participate in making the paragraph (the second meeting). This action should still be taken later in the second cycle, because it was very important to give them a good model of the text.

- c. Encouraging the students to make a good writing of each text

This action was done in order to give motivation to the students that they actually were able to make a good writing. The researcher did this action by going around to the class and checking the students' work. She let the students asked her any questions while she gave a proof that writing English was easy.

- d. Giving the explanation about the language features and characteristics of each text given

Besides giving the explanation about the knowledge of genre, the researcher also gave the explanation about the characteristics and language feature of the recount text. This action was done in order to let the students obtain their understanding about the language use in recount text and the common words use.

- e. Giving the feedback to the students' writings

The researcher thought that it is a very important thing to provide the students with the feedback in every of their writing. It could either give them awareness or let them think of a self-correction, so that the other students would not make the same mistakes as their friends made.

- f. Prohibiting the students to translate the whole sentences from Bahasa into English

The students forgot about the translation technique since the researcher has never discussed about the translation anymore. It can be seen from this action that the tendency of the students was to use English in

context rather than using English in Indonesian context. This was also a great improvement for them.

- g. Repeating the previous materials in the beginning of each class

Repetition is the key of language learning. From this statement we knew that the cyclic explanation was needed for this implementation. The researcher did the repetition every time she went into the class to teach the same materials.

h. Summary of Cycle 1

Based on the reflection of Cycle 1, there were some successful and unsuccessful actions as follows.

a. Successful Actions

- 1) The leading pictures and questions about the recount text that were succeeded. These actions were done by the researcher with an aim to escort the students' mind to the researcher's intention. The picture used were quite interesting for them and the questions were also challenged them to reminisce their memory behind since it was about recount.
- 2) Through the use of genre knowledge, it could improve the students' writing ability. The students were not get used to write using the rules of genre. Based on the progress of the students, they got a quite good improvement over all.
- 3) The prohibition of the direct translation seemed to work well. As the researcher noticed that there were no students who tried to use electronic translation tool. This was a good movement for the students in order to not

spoil themselves with technology, because sometimes the tool is not 100% correct.

- 4) The feedback was given by the researcher also gave positive impact so we considered it as a useful thing. The giving of the feedback let the students to be more aware about others' mistakes and they tried to not doing the same mistakes as their friends.

b. Unsuccessful Actions

- 1) The students' involvement in the class was quite enough. However, there were some minority of the students who still confused about the recount text.
- 2) There were still many grammar mistakes made by the students in their writing. However, in the next cycle, the researcher should be able to reduce the grammar problem.

C. Report of Cycle 2

1. Planning

After getting the result and the reflection of Cycle 1, the researcher found that it provided the basic needs for planning Cycle 2. The improvement was still needed in this cycle. The researcher had classified the successful and unsuccessful actions in the first cycle, so in the implementation of Cycle 2, the researcher needed to achieve the unsuccessful actions in the previous cycle. The first problem that should be considered was the students' involvement in the genre knowledge explanation. It was better for the researcher to be able to find activities with more involved the students.

The use of media in the first cycle made them interested, thus, the researcher would use the same way as it was in the first cycle. Moreover, there were some students who asked for game, here, the researcher tried to give writing game to avoid the occurrence of the boredom during the teaching learning of writing.

In Cycle 2, the researcher and the English teacher planned to implement similar action like in Cycle 1 actions with one addition as the following:

1. leading the students' to the writing by showing them pictures,
2. recalling the students' knowledge about the genre used in the second cycle,
3. giving the knowledge about genre to the student, and
4. making a good writing together with the students.

The implementation of this cycle was conducted in two meetings. It was on 2nd and 9th May 2013. The learning objectives were to enable the students to respond a descriptive text accurately, appropriately and acceptably within the daily life context.

The third meeting was on 2nd May 2013. As in cycle 1, the researcher used Genre-based Language Teaching in the teaching method, so there were four phases in every meeting. Firstly, the researcher showed some pictures for icebreaking and gave questions related to descriptive text to the students in BKOF, trying to make the descriptive text together with her by using the picture that they saw in MOT and giving them the knowledge of genre. Playing some team games and writing game in JCOT phase. And for the last phase, ICOT, the students were asked to make the descriptive text. Meanwhile, the fourth meeting

was on 9th May 2013. The activities were almost the same with the third meeting with some simple additions.

Table 5. Description of the Activities in Cycle 2

Meeting	Date	Activities
3	2 nd May	<ol style="list-style-type: none"> 1. Providing pictures in BKOF 2. Making a good sample text and giving the students the knowledge of genre in MOT 3. Providing simple genre writing game in JCOT 4. Providing an individual task in ICOT
4	9 th May	<ol style="list-style-type: none"> 1. Repeating the previous materials about the knowledge of genre in BKOF 2. Providing a text in MOT 3. Providing a group work in JCOT 4. Providing an individual task in ICOT

2. Actions and Observation of Cycle 2

In this cycle the researcher and the English teacher agreed to use descriptive text because it also stated in the SKKD. The teacher wanted the researcher to be able to grasp the genre that learned for the tenth graders.

a. Giving materials about Genre Knowledge

In Cycle 2, the researcher gave the overview about the genre knowledge in the descriptive text. By implementing Cycle 2 through the class, the researcher felt the positive atmosphere among the students, thus, the researcher was still using the same way about giving the genre knowledge. She explained by using the repetition in the first meeting on 2nd May 2013 and in the second meeting on 9th May 2013 in the implementation of the Cycle 2. As it was said before that the knowledge about generic structure, characteristics, and the language features were

necessary. After assessing the writings of the students, the researcher found there were some improvements and awareness shown in their writings.

- b. Giving the students a good example of each type of the text

In each Lesson Plan the researcher always put the Modeling of the Text before giving the students the writing tasks. By looking at the good model, or even made the model by themselves in front of the class, the researcher believed that it made them more understood about how to create a good writing. As it was done in the Cycle 1, the researcher still kept the same way in giving the Modeling of the Text. She encouraged the students by showing a picture of the famous singers and asked the students to make the description to be put in a descriptive text.

(4:10)

Re	: Do you know who is she?
Ss	: Yes, know miss.
Re	: Now, please give any description about her.
Ss	: She is beautiful. She is long hair. She is Nabilah JKT 48. She in <i>mancung</i> (pointed nose). She is white skin. She is good singing.
(FN 8)	

In the field note above, we saw that the students were very attractive when they saw the singer in their era. Thus, the researcher thought that this was a good leading for the students. As we could see upwards that the students still confused with the use of “is” and “has” there were also some vocabularies that they did not know, one of them was *mancung*. Actually, they should say pointed nose but the

researcher then informed the correct sentences by writing in front of the class using the right generic structure. We can observe too that the students actually had many ideas. However, the problem was they could not make a good arrangement from their idea. That was why the researcher used genre knowledge.

c. Encouraging the students to make a good writing of each text

The researcher believed that the previous action, that was giving the Modeling of the Text was not sufficient to let the students to create a good writing, thus, the researcher still encouraged the students by always checking their writing and going around them to see if they made some mistakes or if they need some assistances or guidance. Besides, the researcher also became the observer of their improvement in their writing skills. By encouraging the students in front of the class or even individually, the researcher believed that it was able to make the students gain more and more confident in writing the different genre. However, the researcher saw that some of the students still used the past verbs like recount.

(4:11)

Re	: Why do you use the past verb? Remember, this is not recount text anymore. (smiling)
S4	: <i>Oh iya ya miss, lupa.</i> (Oh, I forgot miss.)
(FN 8)	

d. Giving the explanation about the language features and characteristics of each text given

As it was mentioned about giving the knowledge about genre, the researcher also felt that it was a need for them to emphasize more on this side. In this Cycle 2, the researcher gave the generic structure as she also gave the explanation about

the present tense, and also the verbs with s/es. The students seemed to be confused about the rules of the using of “has” and “is”. Thus, the researcher put more emphasis on this point.

(4:12)

Re	: Okay. It's not she is long hair. If you say so, it means <i>dia adalah rambut panjang</i> . So, you should say She has long hair or She has long black hair . Got it?
Ss	: Yes miss.
(FN 9)	

e. Giving the feedback to the students' writings

The researcher still found some mistakes created by the students. Some of them were the mistakes in the using of singular and plural verbs. However, some of them made the mistakes by using the past verbs in their writings. In this case, this was the task for the researcher to remind them about the mistakes. Hence, the researcher felt a bit contented because most of the students can make the correct writings. The feedbacks were given right after the tasks were completed. As usual the researcher glanced at the students' writings and then mentioned or announced the most common mistakes found in their writings.

(4:13)

Re	: I saw here, she is small ears . Is that correct?
Ss	: No. has, miss. (some students)
Re	: Yes. It should be “She has small ears” <i>karena itu artinya dia memiliki ya, bukan dia adalah</i> . (because the meaning is she has not she is)
(FN 10)	

- f. Prohibiting the students to translate the whole sentences from Bahasa into English

The researcher was quite discontented about the students' behavior that tended to translate using translation tool. Unexpectedly, there were three students who were using the translation tool at the moment. Thus, at that time the researcher advised the students to not using the translation tool anymore.

(4:14)

Re	: <i>Loh kok masih pakai google translate sih? Kan itu bisa aja salah, karena mengartikan hanya per kata saja.</i> (Why do you still use google translate? It might be wrong because it translate by words.)
Ss	: (smiling and put the phone in his pocket) <i>ya miss, enggak lagi. Hehe.</i> (Yes ,miss. Not anymore)
(FN 11)	

- g. Repeating the previous materials in the beginning of each class

The key of the language learning is repetition. That was why the researcher repeated the previous materials in every meeting. The researcher wanted the students to remember on what they have learned before and this action was one of the ways to check whether the students have gained something from the previous meeting or not

3. Reflection of Cycle 2

The English teacher and the collaborator thought that in this second cycle, the students got much improvement. The students' behaviors changed as the researcher put some emphasis in some cases of the implementation. The

researcher thought that it was a great improvement from the students to be able to write good writings.

a. Giving materials about Genre Knowledge

The students got much improvement from Cycle 1. It was because of the descriptive text did not need them to use past verbs. They just needed to use present tense which avoided them to make mistakes. Thus, it can be concluded that this was an effective way to teach writing to them by using their prior knowledge about genre or types of text.

b. Giving the students a good example of each type of the text

The students felt more involved when the researcher asked them to make the writing in front of the class. Almost all of them were participating in this activity. The researcher thought that this activity was effective instead of giving them a piece of paper containing the model of the text. Actually, the researcher did those two things in order to make the students got sufficient storage of a good model of descriptive text.

c. Encouraging the students to make a good writing of each text

The researcher found that there were many students who made a good writing about their mother. That was why the theme for the third meeting of their individual writing was about their mother. Some of them were got their passionate of writing because they wrote someone they love much. Moreover, by going back and forth in the class, indirectly, the researcher was also giving some motivational words to those who found some difficulties in their writing. The researcher found it was very effective to give them motivation.

- d. Giving the explanation about the language features and characteristics of each text given

By giving the specific language features of descriptive text, indirectly, the students were also trying to understand about present tense. Besides, they also learned about the generic structure of the descriptive text. It was a very effective and efficient way to teach them grammar.

- e. Giving the feedback to the students' writing

Some students who still got some mistakes on their writing were now aware about their own mistakes. Since the researcher also told them about their mistakes. Other students who got the same mistakes felt aware also. Thus, the researcher thought this was a good way to correct their mistakes by telling the mistake in front of the class without mentioning the name of the students who made that mistake.

- f. Prohibiting the students to translate the whole sentences from Bahasa into English

As it was stated in the action of the cycle 2, the students tried to use the translating tool. Then, the researcher tried to remind the students that it was not an effective way to use the tool. From this occurrence, we knew that those students were used to be spoiled by the technology. By reflecting to this problem, it is better later on for the teachers to be able to observe the students from the pilot point of view to avoid them using the translating tool.

- g. Repeating the previous materials in the beginning of each class

This was also one of the effective steps to be done if we want to make our students are able to acquire the materials that we explained. The researcher repeated the same materials as before in every cycle. This was a good action to refresh and check the students' understanding about the previous materials.

4. Summary of Cycle 2

Based on the reflection of Cycle 2, there were some successful and unsuccessful actions as follows.

a. Successful Actions

- 1) The leading pictures and questions about the case that were succeeded.

These actions were done by the researcher with an aim to escort the students mind to the researcher's intention. The pictures used were quite interesting for them because the picture used were the famous artists' pictures. The students were stimulated to speak up more and to create a good writing.

- 2) Through the use of genre knowledge, it improved the students' writing ability. The students in this cycle, found it easy to create the writing by using the right order of genre since they got sufficient knowledge about it. The researcher can say that this was a very effective way to enable the students writing English.

- 3) The feedback was given by the researcher also gave positive impact so we considered it as a useful thing. The giving of the feedback let them to be

more aware about others' mistakes and they tried to not doing the same mistakes as their friends.

- 4) The use of game increased the interaction between the researcher and students and also created a good interaction among students.
- 5) The use of classroom English got a quite good improvement because the students were now trying to speak in English, even with their limited abilities.
- 6) The students' involvement in this cycle went up because the researcher provided them with a good writing game that they had never played it before.

b. Unsuccessful Actions

- 1) There were still three students who tried to use translating tool from the internet. As in the first cycle, the researcher successfully avoided them to use this. However, in this cycle, the students did the opposite action.
- 2) There were still some grammar mistakes occurred in the students' works. It can be seen in the students' writing data. However, the mistakes were not as many as the cycle 1.

D. Quantitative Data

The quantitative data are in the form of students' pre-test and post-test scores. The researcher conducted the pre-test before the implementation of meeting 1 and conducted the post-test after the last meeting in Cycle 2. The data can be seen from students' average scores before and after the treatment. The

students got 7.01 as the average score of pre-test and 7.93 as the average score of the post-test.

E. The Summary of Research Findings

The actions were implemented in two cycles. The first cycle was done in two meetings and the second cycle was done in two meetings. Based on the reflections in each cycle, there were some points that were concluded as follows.

- 1) The implementation of Cycle 1 and Cycle 2 were effective to improve the students' writing ability. At the first cycle, the mean score of the evaluation was 7.01 and it increased into 7.93.
- 2) The use of the pictures as the media to lead the students to the materials was effective. However, we should make a big picture in order to enable the students to be able to see from the last row of their seats. The pictures should also represent the materials given. The researcher had successfully used the pictures as the pre-writing action to escort the students to the materials. One more thing that the pictures were not enough without any correlated questions about the materials. Thus, the researcher also provided the related questions to the students.
- 3) Giving the sufficient knowledge about genre let the students understand about how to make a good writing. The researcher had proved this action by always giving the knowledge about genre in the beginning of the meeting.
- 4) The use of genre knowledge led the students to make a good writing with good structure and appropriate language features. The students were more

aware on the grammatical matters because they thought that grammar in context of the text that they wrote was very important for a writer.

- 5) By making the students to get used to genre knowledge it also decreased the number of grammatical mistakes made by the students.

The following was the comparison description of students' improvement before and after the implementation of the actions. The table can be presented as follows:

Table 6. The Result of the Improvements of the Students' Writing Ability during Cycle 1 and Cycle 2

No.	Before actions	Actions	After actions	
			Cycle 1	Cycle 2
1.	The students thought it was difficult for them to be able to differentiate kinds of text.	Giving the students the knowledge about genre and its feature.	1. The activity built the students' background knowledge about genre. 2. Some students mastered the generic structure of recount and description. 3. Some students felt more confident in writing. 4. Most of the students got better score in posttest.	1. The knowledge of genre gave them more knowledge about the language features and the generic structure of the text. 2. The students mastered the generic structure of recount and descriptive. 3. The students were more aware of the different types of text they found.
2.	The students got used to translate their passage directly from Bahasa into English.	Introducing the students with writing based on the context.	1. Some of the students translated every single word in the text. 2. Most of the students did not depend on the translation anymore. 3. Most of the students stopped using the translating tool.	1. Three of the students still used the translating tools. 2. Most of the students were not using any translating tool anymore. 3. Most of the students aware of writing in context.

3.	The students did not feel confident in writing	Implementing genre knowledge before they were going to write	<ul style="list-style-type: none"> 1. The students' writing ability improved. 2. The students paid more attention in grammar when writing a text. 3. Some students liked writing. 	<ul style="list-style-type: none"> 1. Most of students' writing abilities improved well. 2. There were only few grammar mistakes made by the students. 3. The students knew where to put correct generic structure of a text.
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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This section contains of the conclusions of the discussion in Chapter IV, implications and also some suggestions toward the students of SMK N 3 Yogyakarta, English Teacher in SMK N 3 Yogyakarta and other researchers.

A. Conclusions

In reference to chapter 3 and 4, the researcher concluded that there were two cycles in this action research. In the first cycle, the researcher implemented some actions as follows:

- 1) Leading the students with pictures and questions related to the picture as the pre-writing activity;
- 2) Giving a good example of the model of the text;
- 3) Giving the knowledge of genre before the writing task;
- 4) Asking the students to create a good writing.

However, in implementing those actions, the researcher and the English teacher agreed to implement the same actions in Cycle 1 to make the actions work more optimally. The new things to be carried out in the second cycle were as follows:

- 1) Leading the students with pictures and questions related to the picture as the pre-writing activity;
- 2) Giving a good example of the model of the text;
- 3) Giving the knowledge of genre before the writing task;

- 4) Asking the students to create a good writing.
- 5) Avoiding the students to do direct translation.

B. Implications

Every action has its effect, so that this research. The researcher thought that the implementation of the genre knowledge to X AV 2 students made some implications for them in the changing of their behavior. This research can give the implication to the people who involved in this research. The students, the teacher, the researcher and the collaborator found that this research is useful for the effectiveness of the teaching learning process. Another implication was most of the students felt that their writing skills got improvements. They consider the knowledge about genre as a helpful tool to enable them to write more creatively. The students also have left their previous way in writing. As the writer observed, few of them still keep their old way in writing by direct translation. However, most of them thought that such translation tools could not help much. As a matter of fact, the researcher can conclude that the implication of this research is the students' writing abilities were improved. With many varieties of improvements, the researcher thoroughly give the score to the writings as objective as possible, though she found that there are some students who got vast knowledge about genre, got a very good score. In addition, there were also several students who got sufficient improvements, by means, the researcher conclude that no matter how big is the improvement, at least most students improved their writing to be better than before.

C. Suggestions

The researcher divided the suggestions based on the object of the research and the possible places that might be implemented

1. For Students

The researcher suggests for the students in the tenth grade of SMK N 3 especially, and for all the tenth grader students, or even for all the students that learn English, to be more and more creative in your writings. As it is mentioned repeatedly that writing is very significant for their future. By acquiring a good skill in writing it can probably help the students in doing any of the assignment given or even it can be very useful for their job later. Keep enriching our skills by writing more and to be able to write greatly, we have to read more. In specific, the writer's suggestion to the students is to be more creative in writing.

2. For English Teacher

The suggestion from the researcher to the English teacher in SMK N 3 Yogyakarta is that to be able to re-implement the Knowledge of Genre in the next following years, because the teacher agreed that the Knowledge of Genre is the most sufficient things to be given to the students before they start writing or even reading. This thought and agreement to the Genre Knowledge will then lead the Teacher to do the same as the Researcher has done previously. The researcher also hoped and suggested to the teacher to not using any direct translation anymore, because it will spoil the students in using Bahasa but only translated into English, whereas the thing we need to

be a good writer is a good context, in this case writing in context that can enable them to write naturally without thinking the Bahasa first. The next, the researcher also suggested to the English teacher to use the classroom English in order to make the students get used to English.

3. For All English Teachers

Generally, the researcher hoped that the English teacher that read this research writings or anyone who care enough with the education systems in Indonesia, would be curious to know about the Genre Knowledge and then could share their Knowledge to the people who have any problems in writing. In specific, for all English teachers, the researcher expected that they would also care much about the students' writings.

4. For English Education Students

The research also dedicated for all the English Education Students, for all the people who are in the same thoughts as the researcher. The researcher has much expectation for the English Education Students, to creatively be able to do the same thing or it might also to do their own way to enable students to have a good skill in writing no matter what. The researcher also expected for those who are in the same major as her, to learn about the Genre Knowledge, even at the end they would not end as an educator, because we do not know the God's ways, it is still a good thing for you if you learn the Genre Knowledge in order to be able to differ any writings that might help you in your work later.

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RENTINA VIDIANTI (092022441052)
IMPROVING GRADE X STUDENTS' WRITING ABILITY THROUGH THE USE OF GENRE KNOWLEDGE AT SMK N 3
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

COURSE GRID

Cycle	Topic	Standard of Competence	Basic Competence	Indicators	Language Features	Media	Time
1 (1 st meeting)	Birthday and Accident	5. Communicating in English at a Novice Level.	5.2 Expressing the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.	1. Identifying the purpose of a recount text. 2. Identifying the generic structure of a recount text. 3. Writing a recount text 4. Identifying the detail information of a recount text.	Key Vocabulary Happiest, Holiday, Saddest, Accident, etc Key Grammar: S+ V ₂ + O/C	Picture cued, Xeroxed texts,	3x45'
1 (2 nd meeting)	Holiday	5. Communicating in English at a Novice Level.	5.2 Expressing the meaning and rhetorical steps accurately, fluently and acceptably through written	1. Identifying the purpose of a recount text. 2. Identifying the generic structure of a recount text.	Key Vocabulary: Happiest, Holiday, Saddest, Accident, etc	Picture cued, Xeroxed texts, Xeroxed	3x45'

			language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.	3. Writing a recount text 4. Identifying the detail information of a recount text.	Key Grammar: S+ V ₂ + O/C		
2 (3 rd meeting)	Mother	5. Communicating in English at a Novice Level.	5.2 Expressing the text and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.	1. Identifying the purpose of a recount text. 2. Identifying the generic structure of a recount text. 3. Writing a recount text 4. Identifying the detail information of a descriptive text.	Key Vocabulary: beautiful, long, straight, curly, tall, kind, etc Key Grammar: S + V1/V1s/es	Picture cued, Xeroxed texts,	3x45'
2 (4 th meeting)	Occupation	5. Communicating in English at a Novice Level.	5.2 Expressing the text and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the	1. Identifying the purpose of a recount text. 2. Identifying the generic structure of a recount text. 3. Writing a recount text 4. Identifying the detail	Key Vocabulary: beautiful, long, straight, curly, tall, kind, etc Key Grammar: S + V1/V1s/es	Picture cued, Xeroxed texts,	3x45'

				form of recount, narrative and procedure.	information of a descriptive text.			
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LESSON PLAN

(RPP No 1)

IDENTITY

Name of School	:	SMK Negeri 3 Yogyakarta
Class/Semester	:	X / 1
Program	:	Vocational
Subjects	:	English
Meeting(s)	:	2 Meetings
Time Allocation	:	3 x 45'

A. STANDARD COMPETENCE :

Writing

2. Communicating in English at a Novice Level.

B. BASIC COMPETENCE :

Writing

- 2.4 Expressing the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. INDICATORS :

- C.1 Students are able to mention the verbs used in the recount text.
- C.2 Students are able to identify the purpose of the recount text.
- C.3 Students are able to write the recount text about their happiest or saddest memory.
- C.4 Students are able to analyze the parts of the recount text.

D. LEARNING OBJECTIVES

Students are able to write the recount text.

E. MATERIALS

(attached)

F. MODEL/LEARNING METHOD

The learning methodology that applied is the Communicative Language Teaching under the technique of EEC (Exploration-Elaboration-Confirmation)

G. LEARNING ACTIVITIES**Meeting I****Teaching and Learning Steps**

STEPS	ACTIVITIES		TIME
	Teacher	Students	
OPENING	1. Opening. 2. Teacher shows the picture of accidents and holidays. 3. Teacher mentions the objectives for today's lessons.	1. Students answer the questions given.	10'
MAIN	BKOF 1. Teacher asks some students to retell in brief about their experiences in their last holiday. 2. Teacher explains about the purpose, generic structures, and language features used in the recount text.	1. Students retell their experiences in brief. 2. Students listen	15'
	MOT 1. Teacher gives an example of a recount text and tries to ask the students several questions about it, orally.	1. Students answer the questions given.	35'

	JCOT 1. Teacher asks students to play game, dividing into two 4 big groups and play game by continuing the orientation of the recount text given by the teacher. 2. Teacher asks other groups to evaluate the other groups' work. ICOT 1. Teacher gives feedback to the game 2. Teacher reviews some mistakes made by the students. 3. Teacher asks students to do the give comments. 4. Teacher asks the students to do task 1	1. Students do the evaluation. 2. Students give comments. 1. Students write a recount text individually.	20'
CLOSING	1. Closing 2. Teacher gives feedback about the writings.	.	10'

Meeting 2

STEPS	ACTIVITIES		TIME
	Teacher	Students	
OPENING	1. Opening. 2. Teacher mentions the objectives for today's lessons.	1. Students listen to the teacher.	10'
MAIN	BKOF 1. Teacher asks some students to	1. Students retell	15'

	<p>retell in brief about what they have done last weekend.</p> <p>3. Teacher re-explains about the purpose, generic structures, and language features used in the recount text.</p> <p>MOT</p> <p>1. Teacher gives an example of a recount text and tries to ask the students several questions about it, orally.</p> <p>JCOT</p> <p>2. Teacher asks students to write the recount text in turns perpetually in front of the class about a birthday party.</p> <p>ICOT</p> <p>1. Teacher divides the recount frameworks A and B.</p> <p>2. Teacher asks the students to write the recount text based on the framework they get.</p> <p>3. Teacher reviews some mistakes made by the students.</p>	<p>their last weekend.</p> <p>2. Students listen</p> <p>1. Students answer the questions given.</p> <p>2. Students write in front of the class in turns.</p> <p>1. Students do the task.</p> <p>2. Students give comments.</p>	<p>35'</p> <p>20'</p>
CLOSING	<p>1. Teacher gives the conclusion of the recount text (emphasizing)</p> <p>2. Teacher gives feedback to their previous writings.</p> <p>3. Closing</p>	<p>1. Students listen</p>	<p>10'</p>

H. LEARNING RESOURCE (SOURCES, TOOLS, MEDIA)

a. Source:

Sugeng, Bambang. 2010. *Instructional Technology*. Yogyakarta. UNY Press.

Nunan, David. 1993. *Introducing Discourse Analysis*. London. Penguin English.

b. Tools :

Paper, White Board, Board Marker

c. Media :

Pictures, Materials, sentences of the orientation, situational sheets.

I. EVALUATION

a. Technique : Test and Non-test

b. Form : Games, Homework, Exercises

c. Key Answers/Rubrics :

Key Answer

Task 1

(The answer can be varied)

Task 2

(The answer can be varied as long as it is suitable with the description given)

Rubrics

Task 1

Aspects	Score			
	4	3	2	1
Content				
Completeness (title, orientation,				

events, reorientation)				
Grammar				
Spelling				
Punctuation				

Notes:

4 = very good (1-5 mistakes)

3 = good (6-10 mistakes)

2 = fair (11-15 mistakes)

1 = not good (>15 mistakes)

Task 2

Aspects	Score			
	4	3	2	1
Content				
Completeness (title, orientation, events, reorientation)				
Grammar				
Spelling				
Congruity				

Notes:

4 = very good (1-5 mistakes)

3 = good (6-10 mistakes)

2 = fair (11-15 mistakes)

1 = not good (>15 mistakes)

Total Score :

Task 1(20) + Task 2 (20)= 10

Indicators	Evaluation		
	Technique	Form	Instrument
Students are able to mention the verbs used in the recount text.	Non-test	Observation	-
Students are able to identify the purpose of the recount text	Non-test	Observation	-
Students are able to write the recount text.	Test	Task 1 and 2	attached
Students are able to analyze the parts of the recount text.	Non-test	Oral Evaluation	-

LESSON PLAN

(RPP No 2)

IDENTITY

Name of School : SMK Negeri 3 Yogyakarta
Class/Semester : X / 2
Program : Vocational
Subjects : English
Meeting(s) : 2 Meetings
Time Allocation : 3 x 45'

A. STANDARD COMPETENCE :

Writing

2. Communicating in English at a Novice Level.

B. BASIC COMPETENCE :

Writing

Expressing the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. INDICATORS :

- C.1 Students are able to identify the purpose of the descriptive text.
- C.2 Students are able to identify the language features of the descriptive text
- C.3 Students are able to write the descriptive text about their family members.
- C.4 Students are able to analyze the generic structure of descriptive text.

D. LEARNING OBJECTIVES

Students are able to write according to the situation given.

E. MATERIALS

(attached)

F. MODEL/LEARNING METHOD

The learning methodology that applied is the Communicative Language Teaching under the technique of Text Based Approach.

G. LEARNING ACTIVITIES**Meeting I****Teaching and Learning Steps**

STEPS	ACTIVITIES		TIME
	Teacher	Students	
OPENING	1. Opening. 2. Teacher leads the prayer. 3. Teacher asks students condition. 4. Teacher checks the attendance.		10'
MAIN	BKOF 1. Teacher shows the pictures of the different famous people and asks "how does it look like?" 2. Teacher mentions the objectives for today's lessons. 3. Teacher asks students to mention as many adjectives as possible.	1. Students answer the questions given. 2. Students mention the adjectives.	25'
	MOT 1. Teacher together with the students write an example of the Descriptive Text in the white board.	1. Some students come to the front of the class to write.	30'

Meeting 2

STEPS	ACTIVITIES		TIME
	Teacher	Students	
OPENING	<ol style="list-style-type: none"> 1. Opening. 2. Teacher leads the prayer. 3. Teacher asks students condition. 4. Teacher checks the attendance. 		10'
MAIN	BKOF <ol style="list-style-type: none"> 1. Teacher shows the pictures of an occupation and asks the students to give comments of the pictures. 2. Teacher mentions the objectives for today's lessons. 3. Teacher asks students to mention the names of the occupation in the picture and ask them to describe. 	<ol style="list-style-type: none"> 1. Students answer the questions given. 2. Students mention the adjectives. 3. Students answer teacher's question. 	25'
	MOT <ol style="list-style-type: none"> 1. Teacher together with the students write an example of describing the ideal office in the white board. 2. Teacher re-explains about the purpose, generic structures, and language features used in the descriptive text. 	<ol style="list-style-type: none"> 1. Some students come to the front of the class to write. 2. Students listen. 	30'

	<p>JCOT</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make a group of 4. 2. Teacher asks the students to play game by describing about the occupations in the piles of cards given to each group. 3. Teacher asks the representatives from the group to describe another picture given by her, and ask the students to draw the picture based on the instruction. 4. Teacher asks the students to evaluate others' pictures <p>ICOT</p> <ol style="list-style-type: none"> 1. Teacher asks students write a descriptive text of an occupation does by one of their family members. 	<ol style="list-style-type: none"> 1. Students play descriptive games. 	<p>30'</p> <p>30'</p>
CLOSING	<ol style="list-style-type: none"> 1. Teacher gives feedback to the materials discussed before by correcting their partner's work and identifying the generic structure of descriptive text. 2. Teacher reviews some mistakes made by the students. 3. Teacher asks students to make a revision of the descriptive text. 	<ol style="list-style-type: none"> 1. Students write a revision of the descriptive text. 	<p>10'</p>

H. LEARNING RESOURCE (SOURCES, TOOLS, MEDIA)

a. Source:

Sugeng, Bambang. 2010. *Instructional Technology*. Yogyakarta. UNY Press.

Nunan, David. 1993. *Introducing Discourse Analysis*. London. Penguin English.

b. Tools :

LCD, Laptop, Paper

c. Media :

Power Point Presentation, Materials.

I. EVALUATION

- | | | |
|------------------------|---|----------------------------|
| a. Technique | : | Test and Non-test |
| b. Form | : | Evaluation Paper and Games |
| c. Key Answers/Rubrics | : | |

Key Answer

Task 1

(the answer can be varied)

Task 2

(the answer can be varied)

Task 3

(the answer can be varied)

Rubrics**Task 1**

Aspects	Score			
	4	3	2	1
Content				
Completeness (General and Specific identification)				
Grammar				
Spelling				

Notes:

4= very good (1-5 mistakes)

3= good (6-10 mistakes)

2 = fair (11-15 mistakes)

1 = not good (>15 mistakes)

Task 2

Aspects	Score			
	4	3	2	1
Cooperation				
Completeness (General and Specific identification)				
Grammar				
Participation				

Notes:

4= very good (1-5 mistakes)

3= good (6-10 mistakes)

2 = fair (11-15 mistakes)

1 = not good (>15 mistakes)

Task 3

Aspects	Score			
	4	3	2	1
Content				
Completeness (General and Specific identification)				
Grammar				
Spelling				

Notes:

4= very good (1-5 mistakes)

3= good (6-10 mistakes)

2 = fair (11-15 mistakes)

1 = not good (>15 mistakes)

Total Score :

Task 1(20) + Task 2 (10) + Task 3 (20)= 10

Indicators	Evaluation		
	Technique	Form	Instrument
Students are able to mention the verbs used in the descriptive text.	Test	Individual Work (Task 1)	attached
Students are able to identify the purpose of the descriptive text	Test	Group Work (Task 2)	attached
Students are able to write the descriptive text.	Test	Individual Work (Task 3)	attached
Students are able to analyze the parts of the descriptive text.	Non-test	Oral Evaluation	-

STUDENTS' SCORE

NO.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	Ime Ratnaning Tyas	7.75	8
2.	Indra Ari Perdana	7.75	8.5
3.	Julita Nurul Sulfida	8	A
4.	Lailatul Huda	7.25	7.75
5.	Laksamana Hanif A,	6.5	8
6.	Mawar Mayang Sari	7	8
7.	Mochammad Fadli Ramdani	6	8.25
8.	Muhammad Adi Kurniawan	6.25	8
9.	Muhammad Mahmudi	6.5	8
10.	Muhammad Ivan Yulyanto	6	7.75
11.	Muhammad Reza F	8	8
12.	Novi Tri Wijayanto	A	8
13.	Nugroho Adi S	A	8
14.	Nurjanah S. P.	6.25	8
15.	Zakaria A.Z	A	8
16.	Oktama Rahmat Mulia	6	8
17.	Putri Amanda	8.25	8.5
18.	Ratmilah	7	7.5
19.	Rian Hidayat K.	6	8
20.	Rizda Bagus K	7.25	8
21.	Rochmat Nur Hidayat	7.5	7.25
22.	Rofiq Masruri	7	8
23.	Setyawan Nugroho	6	A
24.	Sodiq Triyanto	5	7.75
25.	Sujatmiko	7.5	8.25
26.	Syoimah	7.5	8
27.	Tafa Nur Rahman	6	8
28.	Taufiq Dharmawan	7.75	8
29.	Taufiq Dwi Cahyono	7	8
30.	Veronica Ayudya Dea	7.25	8
31.	Wahyu Aji Setiawan	8.25	7.75
32.	Wahyu Hidayat	6.75	7.25
33.	Wahyu Surya S	7.25	7.75
34.	Wawan Kurniawan	7.75	7.75
35.	Yoga Dwi Himawan	8.25	7.75
MEAN		7.01	7.93

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborators

No	Observation Items	Meetings					
		1	2	3	4	5	6
1.	OPENING: <ul style="list-style-type: none"> Teacher probes the students to the text types. 						
2.	MAIN: <ul style="list-style-type: none"> Teacher explains the language features of the text type. Teacher explains the generic structure of the text. Teacher gives the example of a text. The students do the task(s) in group.. The students write a text individually. 						
3	CLOSING: <ul style="list-style-type: none"> Teacher gives feedback of the text made by the students. The teacher gives assignment(s) to the students about the text 						

	types being discussed in the class.						
4	Class Situation: <ul style="list-style-type: none"> • The students' involvement in the class. • Time allocation maintained by the teacher. • The students are actively participated in each activity. • The usage of the media. • The students are enthusiast in the teaching-learning process. • The students understand the materials. • The using of dictionaries 						

FIELD NOTE

The 1st meeting

In the first meeting on 11th April 2013, the researcher explained and took the materials about recount. The researcher opened the meeting by greeting, asking the students' condition, praying and checking the attendance of the students. After finishing the opening, the researcher tried to open the recount class by asking the students' activities before going to the class. Right after that, the researcher told the students about the generic structure of recount and the language features. The researcher also gave the example of the text by writing down a good organization of recount text and in addition, the researcher also gave the students the handouts fulfilling the examples of good recount texts. When it was enough in explaining and there was no more question, the researcher divided the main task of this meeting, the researcher wanted to know the progress of the researcher's explanation about the genre knowledge given before they were asked to make a recount text. In this case, the researcher wanted the students to write the recount text based on the recount writing framework that had been made to check the students' correctness in their recount writings. The recount cards were given to the students, there were two kinds of the cards this meeting, the researcher divided into Part A and Part B. Part A was about the happy experience, and Part B was about sad experience. In this situation the researcher found a conclusion that they were not get used to write.

They felt it was such a fundamental thing for them to write down the in Bahasa and then directly transferred into English. However, the researcher convinced them that it was not a necessary thing to do. Then, the students kept continuing their writings without any Bahasa translated. Since this was the first meeting on the Cycle I, the researcher found there were many mistakes made by the students. The researcher found: some mistakes in spelling (August→Agust; There were also some mistakes in verbs (was → is; were→ are; felt→ feel; etc). Besides, the researcher also found the other problems, such as lack of verbs, lack of preposition, and the improper usages of words.

The 2nd Meeting

The 2nd meeting was held in the 18th of April 2013, in this meeting the researcher still gave the materials about recount. By doing a little bit of repetition in the beginning of the meeting, the researcher enriched the students with more examples of recount texts. Again, repetition is the key of learning, because the researcher believed that the spiral sequences would be succeeded if it was implemented in the class, thus, the explanation about the Genre Knowledge was being repeated during the teaching learning in the class. The researcher gave the example by asking the students to make the recount text together and asked several students to participate in making the recount texts and writing down the sentence on the white board. Right after that the researcher divided the materials. The researcher divided the materials about recount frameworks.

The worksheet provided the boxes that fulfilled by the parts of the recount text in the form of light questions to probe the students to get into the parts correctly. Here, the researcher found that the students felt freer in expressing their idea. There were more vocabularies created and more verbs appeared, though there were still many mistakes made by the students. Almost all the students got 100% correct in placing the parts in the right boxes. There were two students who did not acquire well about recount writing. One told about her characteristics, though she had done it in quite good writing, because the researcher rarely found the mistakes in tenses. The other one told about description, however, he seemed to talk uncertain things in the writing. Apart from those, the researcher found that the rests of the students did a good job in their works. In addition, the writer will elaborate the mistakes occurred in their works: the misspelling (went→when; basecamp→bascamp; months→ moons; accept →accedt; left → leaved; satted→ sat), the verbs, some of the students changed every verb into past verb, though it was to infinitive and gerund after preposition (before going→ before went; for eating→ for ate), the plural and singular nouns, the word selection (I and my friends → I with friends), punctuations, etc. However, there were most of the students did well, moreover, some of them got no mistake, and some of them got small amounts of mistakes.

To conclude the 2nd meeting of Cycle I, the researcher could put the conclusion that the students were getting better after they were being given the Genre Knowledge treatment in the class. However, the improvement had not seemed wholly, even though the students could be considered as getting the Genre Knowledge pretty well. For the understanding about the organization of the text was good, but for the understanding of the language features were still low. Although there were still many lacks, we can say that the Genre Knowledge had much helped the students in creating a good writing. By glancing at this problem, the researcher thought that it was very important to go forward to Cycle II perpetually.

The 3rd Meeting

The researcher took the data on 2nd May 2013, because on 25th April 2013 the students had an event from the school that should be attended by all of the students, so the 3rd meeting was delayed for a week. In this meeting, the researcher applied Cycle II. Here, the researcher brought different Genre to the class, but it was still being suited with the materials in the 1st grade of Senior High School. The Genre used in this meeting was Descriptive. In the beginning, the researcher opened the meeting by greeting, praying, and checking the attendance. Here, in this meeting, the researcher brought also the media with her. The researcher was being armored by the pictures of popular singers: Justin Bieber and Nabilah JKT 48. The target of this media was to ease the students in making the description, and certainly it helped the students a lot. The students found it easy to arrange the sentence based on the picture they had seen. The researcher made the students to indirectly described Justin Bieber and Nabilah. The students indeed, created very good sentences. In turns the researcher asked the students to create a sentence. Right after the researcher thought that the description was enough, the researcher wrote the sentences one by one and gave the explanation of the parts of the Descriptive Text. In addition, the researcher also explained about the language features used in the Descriptive Text. The researcher divided example of the Descriptive Text about "My Mother". Then, the researcher asked the students to examine the generic structure of the text given. Then, the researcher asked the students to make a descriptive text based on the same topic: My Mother. Then, the students made the description. Some of the students mostly exactly the same as in the text given. There were fewer mistakes made in this writing, but the other mistakes appeared, the common mistake was the pronoun. There were some students who misused "she" and "her". The other mistake was the exaggerated expression used by the students. They tended to use too many "very" and "so" and misused "much". The other common mistake was the adjective order (light brown skin→skin light brown). Since it was about their mother, they wanted to use the expression of their mothers' birthday, but they made it incorrectly, such as (she was born→ her born; the use of "in" instead of "on" in expressing the date. There was one student who used all in past verbs. The researcher predicted that that student thought that it was the same materials as the previous meetings. There were also two students who could not finish their works, so, the researcher lightened their works and let them to submit next week based on the agreement of the class. After glancing at the students' work the researcher gave the feedback and closed the meeting. The data analysis of the 3rd meeting was not too difficult because the researcher found fewer mistakes and other mistakes that appeared. However it was, the researcher thought that this 3rd meeting was better than in the first two meetings in Cycle I due to the reconnaissance to the problems appeared in Cycle I. The researcher concluded that the meeting was good but still, there were some students who can be considered as those who did not get the genre knowledge.

The 4th Meeting

The 4th meeting was on 9th May 2013. Like usual, the researcher opened the meeting by greeting, checking attendance and praying. In this meeting, the researcher still in the 2nd part of the Cycle II. Thus, the researcher had to give more emphasis on the Description. The researcher emphasized on the practices about the Descriptive Genre. Here, the researcher found that the students felt bored with the writing activities. In order to be more varied, the researcher mixed the writing activities with other skill, such as speaking. The researcher made a simple guessing game of description. So, right after the opening in the beginning of the class, the researcher started to explain the rules of the guessing game. The game trained their skill in describing the occupations given by the researcher. In a small group, they had to describe the occupations randomly. The pile of cards was given to each group, then, they had to pick the cards one by one in turns. Unexpectedly, the students did great in describing by giving the information in the form of simple sentences containing the adjectives needed for the description. After finishing the first game, the researcher continued the second game. The second game was still the guessing game but with more variation. The representatives of each group were asked to do the description in front of the class. There were different pile of cards given on the table, then the researcher let representative who came front to describe the picture that held in his/her hands. The rest of the students were asked to draw the description given by the representative. Short saying, here, the students were also learned their listening skill right after they trained their speaking and listening skill. The class turned into an atmospheric funny class when the researcher asked the students to show the pictures they had drawn. Almost all the students were able to draw the correct pictures described by each representative. There were few students (troublemakers) draw something else besides the expected pictures. The researcher handled the occurrence by taking the paper and changing the previous paper with the new ones. Then, the troublemakers started to follow the order given by the researcher and began drawing the expected pictures.

Then, after the exciting game, the researcher asked the students to go back into the regularities, to write the descriptive passages. Before the researcher divided the worksheets, the researcher re-explained the descriptive text (giving the knowledge about genre). As the matrix method, it should be cyclic if we wanted our students fully understood about a material. Right after the explanation, researcher handed in the worksheets to several students to be given into their other friends. The worksheets were the incorrect samples of descriptive texts. All that the students had to do was to recognize the errors and they had to write a passage about one of his family that has worked at that time, because the researcher wanted them to write a description about what a person does that was related to the previous activities, describe the occupations and appearances. When the students made the writings, the researcher

went around to see their works. Some of the students wrote the descriptions in details and some did not.

At the end of the meeting, the writings were being collected and the researcher asked the students to recall of what they have learned that day. The researcher also gave the feedback to the students in order to make them aware of their mistakes. In the writings collected by the researcher, she found some mistakes in the writings in concord (subject and verb agreement). Some of them still did not get the meaning of plural and singular form. They put plural verbs in singular noun. However, most of the students aware of such things.

The 5th Meeting

In the 5th meeting, the researcher thought that the students had to learn new genre besides recount and descriptive. The researcher found that the X grade had to be given the third genre, thus the researcher chose the Procedure Text. Here, the researcher considered it as the Cycle 3 and would have two meetings for the Procedure Text. In the 5th meeting the researcher asked the students to make the procedure text. In the beginning of the meeting the researcher explained the knowledge about Procedure Text with its language features and characteristics. After that, the researcher gave the model of the text but in a random order. This meant that the students had to arrange the jumbled order of the sentences. Unexpectedly, the students could arrange the jumbled passage into a good passage. All the students got it correct. As the following activity, the researcher also asked the students to group themselves into 4 members. Then, the researcher handed the plain paper to enable the students to write down their group works in that piece of paper. To make it more interesting, the researcher asked the students to make the name of their groups. Some of them were really enthusiastic in finding a good name for their group. After finding the names, the researcher asked each group to make their own creation in writing a good Procedure Text. Some of them made food, some of them made drinks, and some of them also made use of their abilities in IT, so they chose to write something about how to install something into the computer. The researcher thought that the time would not be enough to make the individual work, thus, the researcher just asked the students to present their work in front of the class while the rests could ask any questions according to the topic discussed. The writer closed the class by giving the feedbacks on the mistakes made.

The 6th Meeting

This was the last meeting of the research. The topic that should be covered was still the Procedure Text. In this topic though, the researcher did the perpetuation of what she has done in the 5th meeting. The researcher opened the meeting by asking the students' attendance and did a prayer. After that, the researcher also asked the students about what they have learned in the previous meeting. Then, without wasting the time, the researcher asked the students to write the Procedure Text in the form of the same topic. They were asked to write the Procedure Text in making the Fried Banana. They were also given the knowledge about the imperative verbs that they might use in making the writings. The researcher ended the meeting by closing the class, giving feedbacks and reviewing on what they have learned today.

INTERVIEW

Interview before Observation:

Researcher: Selamat Pagi Pa Sulthoni, nama saya Rentina, saya berencana untuk melaksanakan observasi dan penelitian di SMK Negeri 3 Yogyakarta ini, kalau boleh saya tahu, bagaimana pengajaran Bahasa Inggris di sekolah ini?

Good morning Sir, my name is Rentina, and I plan to apply an observation and research in SMK Negeri 3 Yogyakarta, if I may know how was the teaching learning of English in this school?

Teacher: Oh iya mba, boleh saja, kalau pada saat saya mengajar Bahasa Inggris, saya lebih memberikan kebebasan kepada mereka dan terkadang membiarkan mereka secara kreatif membuat tulisan dari Bahasa Indonesia dan kemudian mentranslatenya ke Bahasa Inggris agar lebih memudahkan mereka.

Oh Yes, you can be, well, the way I taught the students are that I gave them more freedom, and sometimes I let them to make any writings creatively by writing in Bahasa then translate it into English to ease them.

Researcher: Jadi ketika menulis, siswa lebih cenderung mentranslate dahulu dari Bahasa Indonesia ke Bahasa Inggris, begitu ya Pa? Bagaimana masalah membaca, berbicara atau mendengarkan?

So, when the students write they tend to translate from Bahasa into English, isn't it Sir? How about Reading, Speaking, or Listening skills?

Teacher: Untuk Listening skill, saya melatih mereka menggunakan film, atau video singkat, karena di SMK ini kita memiliki banyak laboratorium, salah satunya laboratorium Bahasa, maka kita berusaha untuk memanfaatkan lab tersebut, untuk masalah membaca atau reading, kita memiliki Modul sendiri, di dalam modul itu lebih dilatih pada skill readingnya. Sedangkan masalah writing seperti yang saya bilang tadi, saya biasanya menyuruh mereka untuk mentranslate.

For listening skill, I trained them by using film or short video, because in this school, we have many laboratories, one of them in Language Laboratory, thus, we tried to make use of our facilities, for reading, we have our own module that put more attention in Reading and also a bit in speaking. However, for the writing skill, as I told you before that I usually asked them to do the translation.

Interview after Observation

Researcher: Selamat Pagi Pa, menurut bapa, bagaimana jika saya ingin lebih meningkatkan kemampuan menulis (writing) Bahasa Inggris siswa AV2 dengan menggunakan Pengetahuan Genre? Karena menurut saya Pengetahuan tentang Genre adalah suatu hal yang sangat penting untuk diketahui bagi siswa SMA ataupun SMK.

Good Morning Sir, I would like to ask, how if I try to improve the AV2 students' writing skill by using the Knowledge of Genre? Because I think that Genre knowledge is one of the necessary things that should be known by the SMA or SMK students.

Teacher: Ya, menurut saya itu tidak apa-apa, karena ya, saat ini pendidikan di Indonesia memang berbasis Genre, tetapi yang menjadi fokus adalah ketika anda bisa menyelipkan pengetahuan grammar dan language features di dalam penjelasan mengenai Genre Knowledge tersebut.

Yes, I think it is okay for the students, because today's education in Indonesia indeed, based on Genre, but one thing that become the focus, is when you can insert the knowledge about grammar and language features in the middle of the explanation about Genre Knowledge.

Researcher: Baiklah Pa, terimakasih, saya akan mencoba mengimplementasikan apa yang sudah kita diskusikan sekarang, dan jika nanti di tengah-tengah saya mengajar, ada kekurangan mohon bantuan bapak sebagai kolaborator.

Alright Sir, thank you, I will try to implement what we have discussed now, and maybe later, in the middle of the teaching, there is some drawbacks, I really ask for a hand from you as a collaborator, Sir.

Interview with the students in the break of the implementation of Cycle 2

Researcher: Dek Soimah, mau Tanya-tanya bentar boleh gak?

Can I ask some questions, Soimah?

Student 1: Iya mba, boleh kok, tapi disambi makan ya mba, gapapa kan?

Yes miss, that's okay, but I'm in the middle of my eating, is that okay?

Researcher: Ya, gapapa kok dek, gini, mau Tanya tentang pengajaran yang baru-baru ini diberikan oleh saya, menurut dek Soimah itu gimana? Apa ngerasa ada perubahan dengan kemampuan menulis Bahasa Inggris dek Soimah dan teman-teman yang lainnya?

Ya, that's okay, well, I want to ask about the teaching learning that I have implemented recently by me, how do you think about that? Do you think that you and your friends got some improvements?

Student 1: Kalo menurut aku, pengajaran yang baru-baru ini ditanamkan sangat menarik dan membuat aku lebih bersemangat dalam menulis, terlebih lagi waktu mba memberikan bagian-bagian dari teks yang itu membuat aku lebih pede pas mau nulis, gitu sih kalo dari aku mba.

In my opinion, the newly implemented of the teaching learnig is really interesting, and made me more passion in writing, moreover, when the parts of text (generic structure) is given, I thought that it made me more confident in writing any texts, that's all from me, I think.

Researcher: Kalo menurut Juwita gimana? Ada perubahan ke arah yang lebih baik gak? Ya kurang lebih pertanyaanku sama kaya pertanyaan buat soimah tadi sih, gimana menurut kamu dek? Maaf ya sambil ganggu makan juga nih.

Juwita, how about you? Do you find some positive improvements? Well, the same question as I asked to Soimah, what do you think? Sorry for interrupting your lunch break.

Student 2: Ya jawaban aku juga hampir sama sih mba, lebih menarik, dan bisa punya pengetahuan lebih sebagai modal untuk jadi dasar untuk menulis nantinya, jadi tau kalo mau nulis satu text itu harus pake grammar yang mana, gitu aja sih mba.

Ya, my answer is almost the same as Soimah, the newly implemented teaching of writing is more interesting and we can have more knowledge about the types of texts as the resource to become the basic of our writing later, so, I know if I want to write certain kinds of text, which grammar should be used, that's all I think.

Researcher: Oh, gitu ya, jadi kesimpulannya kalian merasa lebih percaya diri setelah mempelajari pengetahuan tentang text, begitu?

Oh, well, so the conclusion is that you felt more confident after learning the Knowledge about Genre (type of text), isn't it?

Student 1 &2: Ya mba.

Yes, miss.

Student 1: Ya kalo bisa miss, ini diterapin juga di pelajaran writing nanti pas sama Pa Suthoni masih seperti ini jugs miss, soalnya kalo translate dari Bahasa Indonesia ke Bahasa Inggris itu malah agak lebih sulit soalnya itu dua kali kerjaan juga, kalo pas kita udah tau bagian-bagian yang mau ditulis apa aja, terus kalo gitu kan gak harus buat dulu Bahasa Indonesianya terus ditranslate lagi.

Ya I think it will be better if in our writing later with Mr. Sulthoni, he will still implement this kind of way, miss, because I think if we translate from Bahasa into English, it would be more difficult because it needs more efforts, the first, we should make the Bahasa form first, and after that we should translate our writings into English.

Researcher: Menurut kamu perlu ada perbaikan lagi gak di dalam pembelajaran writing ini? Kalo ada, dalam bentuk seperti apa? Dan di bagian apanya?

- In your opinion, is there any improvements that should be used in the teaching learning of writing? If yes, in what kinds of form should we change? And in which part(s)?
- Student 1: Kalo menurut aku sih mba, dibanyakin lagi di bagian games nya mba, writing sih gapapa asalkan tetep diselipin sama game kaya kemarin, biar gak monoton karena pembelajaran kalo nulis terus juga kan bosen mba, soalnya kita juga jarang ada game mba.
In my opinion, I think it is better if you add more in the games, many writings are okay, as long as we can still do having fun like doing games like what we did yesterday, miss, because if there is only writing, it will be very boring and monotonous, because we also rarely play any games.
- Interview with the students in the break of the implementation of Cycle 2
- Researcher: Dea, boleh Tanya-tanya gak?
Dea, can I ask you several questions?
- Student 3: Ya boleh kok miss, Tanya aja.
Yes miss just ask.
- Researcher: Gini, menurut Dea selama ini pembelajaran Bahasa Inggris sama saya gimana?
I want to ask, what do you think of our teaching learning in English with me so far?
- Student 3: Ya enak miss, walaupun menulis, tapi kalo ngajar nya kaya miss reren jadi seru miss.
Ya it is exciting, funny, even though it is writing but if the teaching way was like you, it is interesting, miss.
- Researcher: Ya syukurlah kalau begitu, menurut Dea. Kamu ngerasa ada perbaikan ke arah positif gak?
I feel grateful for that, Dea, do you think you get some positive improvements in your writing?
- Student 3: Kalo saya pribadi sih merasa terbantu miss, dengan diberitahu dulu sebelum mengerjakan, dan terkadang miss juga ngontrol ke belakang ngecekin kerjaan anak-anak itu juga ngebantu untuk konfirmasi tulisan kita udah bener atau belum, gitu.
For me myself, I felt that it is really helpful, by giving previously knowledge before we write, and sometimes you control us to go back and forth to check the students' work, that kind of actions is also helpful to give confirmation whether our writing is correct or not.
- Researcher: Terus, Dea udah ngerasa pede belum kalo disuruh nulis pakai Bahasa Inggris?
Then, do you feel that you are confident enough in writing anything in English?
- Student 3: Ya kalo aku sih jadi lebih pede dalam nulis Bahasa Inggris, tapi perasaan takut salah itu masih tetep ada, tapi karena sebelumnya

udah dikasih contoh yang bener juga, jadi ya lebih pede, karena tipe nya kira-kira akan seperti itu.

I think I feel more confident in writing English, however the feeling of making any mistakes still exists, but because we were given by the teacher of the good examples, so I feel more confident in writing, because I think the product would be just like that.

Interview after Implementation for Teacher

Researcher: Apa pendapat bapak mengenai KBM yang menggunakan Genre-Knowledge?

What do you think about the writing English teaching-learning by using Genre-Knowledge?

Teacher: Menurut saya bagus sekali ya, saya perhatikan dari belakang, siswa sangat antusias dalam mengikuti pelajaran ya, ini membuat pembelajaran writing jadi lebih menarik.

I think that it is really good, I watch from the corner of the class, the students felt really enthusiastic in following the lesson, well, this made the writing lesson to be more interesting.

Researcher: Apakah bapak merasakan akan lebih mudah mengajar menulis dengan menggunakan Genre-Knowledge? Jika Ya, Mengapa? Jika Tidak, bisakah bapak berikan alasannya?

Do you find it easier later if you teach writing English by using the Genre Knowledge? If yes, Why? If not, can you give any reasons, sir?

Teacher: Saya kurang tahu ya, soalnya belum pernah saya implementsikan, tetapi mungkin akan memudahkan dalam pengajaran ya, karena saya telah memperhatikan pengajaran yang anda berikan ya cukup membantu siswa dalam menulis.

I don't really know actually, because I have never implemented this but maybe it will ease the teaching learning process, because I have watched your teaching and yes, it was really helpful for the students in improving their writings.

Researcher: Apakah bapak menemukan perbedaan antara mengajar menggunakan Genre-Knowledge?

Do you find any differences between usual teaching and the teaching by giving the Genre-Knowledge?

Teacher: Ya, tentu berbeda, biasanya jika ingin mengajar menulis saya lebih cenderung mentranslate saja, tetapi kali ini siswa tidak perlu melakukan proses translation.

Yes, of course it is different, usually if I wanted to write the students tend to have translate first, but by using the context the students should not do the translation process.

Researcher: Menurut bapak, bagaimana siswa merespon terhadap pengetahuan mengenai Genre yang telah diberikan sebelumnya?

What do you think about students' respond through the Knowledge of Genre, that previously given, Sir?

- Teacher: Ya seperti yang saya bilang tadi, siswa lebih antusias, dan kalau masalah hasilnya mungkin anda lebih tahu, karena yang mengolah data nantinya kan anda.
Yes, as I told you before that the students felt more enthusiastic, and if it is about the results, maybe you know better, because you will be the one who process the data.
- Researcher: Mana yang lebih bapak sukai? Mengajar mengenai pengajaran konvensional atau dengan menggunakan Genre-Knowledge?
Which one do you like, Sir? Teaching by using the conventional way or Genre Knowledge?
- Teacher: Jawaban saya masih sama, karena saya pribadi belum pernah, jujur saja menggunakan ini, namun jika saya lihat dari respon para siswa, saya merasa hal ini sangatlah positif.
I still have the same answer because honestly, I have never tried to implement the Genre Knowledge to the students, however, if I saw from the students' responses I saw that it is a positive way to give them such Knowledge about Genre.
- Researcher: Apakah nantinya mungkin bapak akan menemui kesulitan dalam mengajarkan Genre-Knowledge kepada siswa?
Do you think you will find any difficulties in teaching the Genre-Knowledge to the students?
- Teacher: Ya mungkin tidak ya, tapi kalau untuk Genre yang ada di kelas sepuluh sampai kelas dua belas saja saya rasa tidak ada masalah, karena Genre itu kan sudah sering dibahas.
Ya maybe I won't find any difficulties if it is about the Genre that is taught in the tenth grade until twelfth grade, because those Genres have been discussed over and over again.
- Researcher: Apakah bapak mempunyai komentar untuk disampaikan mengenai bagaimana seharusnya Genre-Knowledge diberikan kepada siswa?
Do you have any comments to say about how should the Genre-Knowledge be given to the students?
- Teacher: Ya mungkin lebih diperbanyak nanti gamenya ya, lebih kreatif lagi dalam memberikan inovasi game di writing.
Yes, maybe you should add more games, well be more creative in giving the innovation games in writing.
- Researcher: Apakah sesuatu hal yang baik jika Genre-Knowledge diberikan kepada siswa SMK?
Is it good for the Genre-Knowledge to be implemented in the Vocational High School?
- Teacher: Ya bagus, terlebih lagi jika ingin meningkatkan kemampuan menulis mereka.
Yes, it is good, moreover if we want to improve the students' writing skill.

Interview for students after Implementation

- Researcher: Apa pendapat kamu tentang KBM Bahasa Inggris sekarang, Riz?
What do you think about the teaching learning of English now, Riz?
- Student 4: Good, good miss...lebih menarik banyak gamesnya jadi nulisnya gak ngebosenin.
Good, good miss... it is more interesting because there are more games so even it is writing it is not boring though.
- Researcher: Apakah anda merasa lebih mudah mempelajari menulis dengan mengetahui mengenai Genre?
Do you find it easier in doing writing by knowing the Knowledge of Genre?
- Student 4: Yes, yes miss. Enak, lebih gampang tapi kadang susah juga kalo belum ngerti sama pas gak ada ide.. hehe..
Yes, yes, it is easier but sometimes I found it hard too when I still did not understand about the knowledge and didn't have anything to write.
- Researcher: Setelah mempelajari menulis menggunakan Genre-Knowledge, jadi lebih ngerti tentang tujuan dan karakteristik tiap-tiap teksnya gak?
After learning writing by using the Genre Knowledge do you find it more understandable about the purposes and characteristics about the text type?
- Student 1: Ya jadi lebih hati-hati aja sih mba kalau mau bikin teks, jadi tau juga tujuan teks masing-masingnya kan berbeda, kalo deskriptif harus kaya apa, kalo recount harus kaya apa, gitu.
Ya I became more careful in making any texts, I also know more about the purpose of each text, that is actually different, if it is descriptive or recount, we know what to do.
- Researcher: Kalo baca sebuah tulisan, menurut kamu apa sih yang paling penting?
When reading a text, in your opinion what are the most significant things to be understood?
- Student 3: Apa ya, ya inti tulisannya tuh mau ngapain, gitu mba, ya kaya tujuannya gitu mungkin.
Well, I think it is about where the writer brings the readers to, ya maybe like the purpose of the text.
- Researcher: Miko, mana yang lebih kamu sukain? Cara biasanya atau yang sekarang?
Which one do you like, the previous way of writing or writing by knowing the Genre-Knowledge first?
- Student 5: Ya dua duanya bagus sih mba, tapi lebih memberi pengetahuan yang ini, jadi lebih yakin dalam menulis aja sih mba.
Ya, both of the ways are good, however, this newly implemented way gave me more knowledge to make me more certain in my writing.

- Researcher: Apakah kemampuan menulis dalam Bahasa Inggris kamu menjadi lebih baik setelah mempelajari tentang Genre?
Do you think your writing ability is getting better after learning about the Genre Knowledge?
- Student 5: Kalo untuk saya sih mba, jauh lebih pede dari sebelumnya, mba juga sering bantuin kalo lagi kesusahan dan gak kesusahanpun sering dikasih masukan, itu juga mambantu sih mba.
For me, I feel much more confident than before, you always helped us when we faced some difficulties and even if we did not find any difficulties you often gave us the corrections, which was also helpful.
- Researcher: Apakah kamu suka KBM Bahasa Inggris menggunakan Genre Knowledge, Miko?
Do you like the teaching learning writing of English by using the Genre Knowledge, Miko?
- Student 5: Ya suka kok mba, asik, soalnya aku suka nulis juga, bisa bikin lebih kreatif aja.
Yes, I really like it miss, because I like writing also, it also made me more creative in expressing the ideas.
- Researcher: Punya komen gak atau saran tentang gimana seharusnya Pengetahuan tentang tipe teks ini dikasih untuk siswa SMK?
Do you have any comments or suggestions on how the Genre-Knowledge should be given in the Vocational High School level?
- Student 5: Engga tau mba, gak ngerti juga, tapi kaya gini juga udah asik kok, saya sih sama kaya temen-temen yang lain banyakin gamenya, gapapa menulis juga asal dibikin game.
I don't really know miss, but I think this is just the way it should be, it is funny indeed, my comments and suggestions are the same as my friends, more games, it is okay if we should write but the writing should also use some games.
- Researcher: Jenis teks seperti apa yang paling penting bagi siswa SMK?
What text types are important for the Vocational High School students?
- Student 5: Ya narrative, recount, descriptive sama procedure, itu sih yang aku tau mba.
Well, I think it is narrative, recount, descriptive and procedure, that's all I know for the tenth grade of Vocational High School Students.

KUESIONER SETELAH PEMBELAJARAN

Petunjuk:

Jawablah pertanyaan di bawah ini dengan melingkari salah satu jawaban.

Anda tidak perlu menuliskan nama Anda pada kertas ini.

1. Apakah anda suka menulis?
a. Ya b. Tidak

2. Apakah penting bagi seorang penulis untuk dapat membedakan jenis-jenis tulisan sebelum mereka mulai menulis?
a. Ya b. Tidak

3. Apakah penting bagi siswa SMK untuk mempelajari Genre-Knowledge? Mengapa?
a. Ya, karena.....
b. Tidak, karena.....

4. Apakah menurut anda penting untuk mempelajari genre seperti; news report, description, dll?
a. Ya, hal tersebut membantu saya untuk lebih menguasai bahasa Inggris.
b. Tidak, saya tidak perlu belajar Genre.

5. Apakah anda mengetahui apa itu Genre?
a. Ya b. Tidak

6. Apakah menurut anda KBM menulis bahasa Inggris menjadi lebih efektif setelah menggunakan cara ini?
a. Ya, karena.....
b. Tidak, karena.....

7. Menurut anda, yang mana yang lebih nyaman?
 - a. Belajar menulis menggunakan Genre-Knowledge.
 - b. Belajar menulis seperti biasa.
8. Setelah mengikuti kelas menulis menggunakan Genre-Knowledge, apa yang anda rasakan?
 - a. Saya merasa lebih percaya diri dalam menulis.
 - b. Saya merasa tidak ada perubahan mengenai kemampuan menulis saya.
9. Bagaimana menurut anda mengenai cara yang baru-baru ini diimplementasikan di dalam kelas menulis mata pelajaran Bahasa Inggris?
 - a. Baik
 - b. Tidak baik,.....(alasan)
10. Bagaimana anda menilai kemampuan menulis anda?
 - a. Baik b. Kurang baik
11. Menurut anda, bagaimanakah kelas menulis yang ideal?

TERIMA KASIH



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FORM-FBS/33-01
10 Jan 2011

Nomor : 0312e/UN.34.12/DT/III/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

27 Maret 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Writing through the Use of Genre Knowledge for the Students Grade X at SMK Negeri 3 Yogyakarta in the Academic Year of 2012/2013

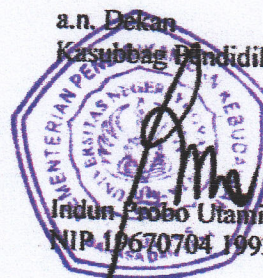
Mahasiswa dimaksud adalah :

Nama : RENTINA VIDIANTI
NIM : 09202241052
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2013
Lokasi Penelitian : SMK Negeri 3 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FBSM-FBS/33.01
10 Jan 2011

Nomor : 0792a/UN.34.12/DT/VIII/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Perpanjangan Penelitian

27 Agustus 2013

Kepada Yth.
Kepala SMK Negeri 3 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Perpanjangan Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING STUDENTS' WRITING THROUGH THE USE OF GENRE KNOWLADGE FOR THE STUDENTS GRADE X AT SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

Mahasiswa dimaksud adalah :

Nama : RENTINA VIDIANTI
NIM : 09202241052
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus - September 2013
Lokasi Penelitian : SMK Negeri 3 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



an Dekan
Kasubag Pendidikan FBS,

Indah Probo Utami, S.E.

NIP 19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3937/VI/5/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY

Nomor : 0312e/UN.34.12/DT/III/2013

Tanggal : 27 Maret 2013

Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RENTINA VIDIANTI NIP/NIM : 09202241052
Alamat : KARANGMALANG, YOGYAKARTA
Judul : IMPROVING STUDENTS' WRITING THROUGH THE USE OF GENRE KNOWLEDGE FOR THE STUDENTS GRADE X AT SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA
Waktu : 06 Mei 2013 s/d 06 Agustus 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 06 Mei 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan





The day of the observation



**The teacher giving the materials
(Observation Day)**



**The students were actively joining the
teaching learning process.**



**The researcher explained the genre
knowledge to the students.**



**One of the students presented his
writing in front of the class guided by
the researcher.**



**The students were actively
participating the group work.**